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ABSTRACT

Summaries of 62 educational research projects, completed or in progress in Turkey during 1973-74, are contained in this survey. Information is outlined in 12 major categories. Included in the categories are title, organization, researcher(s), progress status, bibliographic references, background and aims, size and composition of sample, methods, main findings, number of workers, time schedule, and source of finance. The research focuses on various topics such as administration, curriculum, educational practice, higher education, elementary and secondary education, students, and teacher education. The document concludes with a list of researchers and an alphabetical list of descriptors. (JR)

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EDUCATIONAL RESEARCH IN TURKEY

1973-1974

PLANNING, RESEARCH AND COORDINATION OFFICE

MINISTRY OF NATIONAL EDUCATION

ANKARA 1975

EUDISED

EDUCATIONAL RESEARCH IN TURKEY

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ANKARA 1975

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Editor's Note

This document contains summaries of educational research projects completed or in progress in Turkey during 1973-1974.

The questionnaire used in gathering the summaries was produced by the Council of Europe - DECS/Rech (72) 29.

Project numbers have been assigned by the editor. The researchers have all answered the questionnaire in Turkish and the majority of them also in English. Some projects have been translated from Turkish into English by the editor, among these are projects numbered 4, 7, 9, 10, 38, 41, 42 and 43.

The editing has been done at the Planning Research and Coordination Office of the Turkish Ministry of National Education.

There were twelve items in the questionnaire. Only the item numbers have been repeated in the summaries. A "Key" has been provided on page iv, which indicates the meaning of each numbered item. If the "Key" is not clear, further reference can be made to the questionnaire which has been included on pages 75-76.

At the end of each research project, descriptors taken from the "Eudised Multilingual Thesaurus" have been given in English, French and German. Alphabetical lists of descriptors in English, French and German have also been included at the back of the document.

The editor extends his thanks to research institutions, universities and researchers for their cooperation, and also to his colleagues who helped him in the production of the document. However, responsibility for the document rests solely with the editor.

Ankara, May 1975.

İbrahim Özgentaş

Editor

Planning, Research and
Coordination Office

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K E Y

1. TITLE.
2. ORGANISATION.
3. RESEARCHER(S).
4. COMPLETED, PARTIALLY COMPLETED, or IN PROGRESS.
5. BIBLIOGRAPHIC REFERENCES.
6. BACKGROUND AND AIM(S).
7. SIZE AND COMPOSITION OF SAMPLE.
8. METHODS.
9. MAIN FINDINGS.
10. NUMBER OF WORKERS:
    (a) researchers.
    (b) others.
11. TIME SCHEDULE:
    (a) starting date.
    (b) date of completion.
12. SOURCE OF FINANCE.

PROJECT NO. 1

1. A systems approach to the analysis of the teacher supply problem in Turkish secondary education.

2. Planning, Research and Coordination Office of the Ministry of National Education, Bahçelievler, Ankara.

3. Dr. Kemalettin Akalın.

4. The research has been completed.

5. It has been submitted as a doctoral dissertation to Michigan State University, East Lansing, Michigan, USA.

6. (a) To utilize a systems approach in analyzing the Turkish education system in order to identify the relevant variables involved in causing an inadequate supply of secondary school teachers, and to explore interrelationships among these variables.
   (b) To develop a mathematical model for approximating the state of the system related to need and supply of secondary school teachers at a given particular point in time.
   (c) To develop a computerized simulation model for planning teacher supply in secondary education.

7. A logical analysis of the situation through block diagrams, and an application of the developed mathematical model through the use of data from the province of Eskişehir in Turkey.

8. Systems approach.

9. The study has indicated an insufficient supply of secondary school teachers due to inadequate resource utilization, and has demonstrated how to utilize a proper mathematical model to improve the situation.

10. (a) One.
    (b) Five persons from the Planning, Research and Coordination Office assisted in the collection of data and in the utilization of computer facilities in the analysis of data.

11. (a) April 1972.
    (b) April 1974.

12. Planning, Research and Coordination Office of the Turkish Ministry of Education and USAID.

Descriptors : Secondary education - Enseignement secondaire - Sekundarbildung / Simulation - Simulation - Simulation / Supply of teachers - Offre d'enseignants - Lehrerangebot / Systems analysis - Analyse de systemes - Systemanalyse.

PROJECT NO. 2

1. Role expectations and performance of Turkish primary teacher training school principals.

2. Planning, Research and Coordination Office of the Ministry of National Education, Bahçelievler, Ankara.

3. Dr. Mustafa Aydın, Department of Education, Hacettepe University, Ankara.

4. The research has been completed.

5. AYDIN, Mustafa : Role expectations and performance of Turkish (primary) teacher training school principals. A thesis submitted to Michigan State University in partial fulfillment of the requirements for the degree of Doctor of Philosophy, Department of Administration and Higher Education, 1973, x + 231 p.

6. To identify the expectations and perceptions of primary teacher training school principals, primary teacher training school teachers, and the Ministry Inspectors regarding the principal's behaviour in given situations.

7. The sample included all primary teacher training school principals and teachers who worked at least one school year together. All the Ministry of National Education inspectors who had inspected primary teacher training schools during the last three school years were included. The exact figures were:
   (a) Primary teacher training school principals, N = 76
   (b) Primary teacher training school teachers, N = 1772
   (c) Ministry inspectors, N = 53

8. Questionnaire.

9. Ministry inspectors, primary teacher training school principals, and primary teacher training school teachers hold similar expectations for leadership behaviour of the principal. The groups displayed some differences of opinion within themselves with respect to their expectations and perceptions for leadership behaviour. Teachers significantly differ from principals in their perceptions of the principal's task performance.

10. (a) One.
    (b) Eight personnel from the Planning, Research and Coordination Office were involved in the administration of the questionnaires.

11. (a) September 1972.
    (b) June 1973.

12. Planning, Research and Coordination Office of the Turkish Ministry of National Education, and USAID.

Descriptors : Secondary school - Ecole secondaire - Sekundarschule / Teacher education - Formation des enseignants - Lehrerbildung / Role expectation - Attente de role - Rollenerwartung / Role perception - Perception de role - Rollenwahrnehmung / Leadership - Commandement - Fuehrung / Behaviour - Comportement - Verhalten / Director - Directeur - Direktor / Inspector - Inspecteur - Schulaufsichtsbeamter / Teacher - Enseignant - Lehrer.

PROJECT NO. 3

1. Problems of compulsory education in Turkey and their solutions.

2. Planning, Research and Coordination Office of the Ministry of National Education, Bahçelievler, Ankara.

3. Dr. İbrahim Ethem Başaran.

4. The research has been completed.

5. BAŞARAN, İbrahim Ethem :Türkiyenin zorunlu öğrenim sorunları ve çözüm yolları. Ankara, Milli Eğitim Bakanlığı, Planlama-Araştırma ve Koordinasyon Dairesi, 1974, x + 431 p.

6. To find out the problems of compulsory education and the proposals for the solution of these problems by primary education adminstrators and teachers who work in three provinces.

7. The sample includes all primary school teachers and administrators who work in the provinces of Bursa (in the high level of economic development), Trabzon (in the middle level of economic development), and Urfa (in the low level of economic development).

8. Questionnaire.

9. Problems and their solutions in organization and administration, teacher training, student attendance and achievement, financial resources of primary schools, school buildings and educational media have been indicated.

10. (a) One.
    (b) None.

11. (a) January 1972.
    (b) November 1974.

12. Planning, Research and Coordination Office of the Ministry of National Education, and the researcher himself.

Descriptors : Compulsory education - Enseignement obligatoire - Schulpflicht / Primary education - Enseignement primaire - Primarbildung / Primary school - Ecole primaire - Primarschule / Teaching aids - Moyens d'enseignement - Lehrmittel / Teacher education - Formation des enseignants - Lehrerbildung / Failure - Echec - Misserfolg / Administrator - Administrateur - Verwalter / Teacher - Enseignant - Lehrer / Building - Batiment - Gebaeude / Administration - Administration - Verwaltung / Financial resources - Ressources financieres - Haushaltsmittel.

PROJECT NO. 4

1. The relevance of vocational training of women in Turkey : A labor market analysis.

2. Planning, Research and Coordination Office of the Ministry of National Education, Bahçelievler, Ankara.

3. Yaşar Baykul, Yeşil Türker, Nihal Arifoğlu, Nurhan Erbaş, Nurten Demir, Gülten Ünal, Tuna Demir, Mustafa Meral, Mehmet İbişağaoğlu.

4. The research is in progress.

5. Findings will be published by the Planning, Research and Coordination Office of the Turkish Ministry of National Education.

6. To determine the relevance of the branches taught in the schools attached to the Girls' Technical Education General Directorate, Undersecretariat of Vocational and Technical Education, Turkish Ministry of National Education.

7. The sample will be selected from government and private business enterprises.

8. Interview and questionnaire.

9. No findings yet.

10. (a) Nine.
    (b) Three.

11. (a) October 1974.
    (b) December 1975.

12. Ministry of National Education (Planning, Research and Coordination Office, and Girls' Technical Education General Directorate).

Descriptors : Secondary education - Enseigement secondaire - Sekundarbildung / Girls' school - Ecole de filles - Maedchenschule / Vocational education - Enseignement professionnel - Berufsbildung / Vocational school - Ecole professionelle - Berufliche Schule / Technical education - Enseignement technique - Technische Bildung / Labour market - Marche du travail - Arbeitsmarkt / Women's employment - Emploi des femmes - Frauenbeschaeftigung.

PROJECT NO. 5

1. Identification of factors related to student flow in middle schools in Turkey : A pilot study in the province of Uşak.

2. Planning, Research and Coordination Office of the Ministry of National Education, Bahçelievler, Ankara.

3. Dr. Ahmet Sudi Bülbül.

4. The research has been completed.

5. BÜLBÜL, Ahmet Sudi : Identification of the factors related to the student flow within the middle schools of Uşak province, Turkey (A pilot study). A dissertation submitted to Michigan State University in partial fulfillment of the requirements for the degree of Doctor of Philosophy, Department of Education, 1974, xxvi + 445 p.

6. The study attempts to identify some of the background characteristics of middle school students which might be related to student flow within middle schools. The study focusses on the status (passed or failed) of the students at the end of the school year. The aim is to identify the kind of information useful in educational planning to improve middle school productivity and equality of educational opportunity.

7. Six of the ten middle schools of the province of Uşak are included in the sample. Three of them are city middle schools located in the city of Uşak and the remaining three are town middle schools located in different communities. All students (4130 students) attending the sample schools during the 1970-1971 school year are included in the study. This constitutes about 65 percent of the total students in middle schools in the province of Uşak.

8. Most of the data needed for the study were available in the school records. A student questionnaire was developed to obtain additional information.

9. The overall results of the study indicate the following : (1) At the end of the 1970-1971 school year the percentages of students who failed or were dismissed are : 32.74 percent for the first grade, 23.38 percent for the second grade and 21.80 percent for the third grade. (2) More boys fail or are dismissed than girls, and more village primary school graduates fail or are dismissed than city-town primary school graduates. (3) As the level of fathers' education increases, the percentages of students failing and being dismissed decrease. (4) As the level of mothers' education increases, the percentages of students failing and being dismissed decrease. (5) As the number of previous failures in middle school increases, the percentages of students failing and being dismissed also increase. (6) The number

of teachers at the primary school from which the students were graduated is related to success in middle school, but there is no constant pattern. The data indicate that students who were graduated from three-teacher and four-teacher primary schools tend to fail and be dismissed more than the others. (7) In the first grade of middle schools, the students attending town middle schools are more likely to fail and be dismissed than the students attending city middle schools, but in the second grade, third grade and middle school total, no significant difference is found between town middle schools and city middle schools. (8) As the grade level increases, the percentages of students failing and being dismissed decrease.

10. (a) One.
    (b) In the province of Usak appoximately twenty middle school teachers and school administrators helped to administer the questionnaire and to obtain information from school records. To code the data fifteen persons worked one month.

11. (a) April 1972.
    (b) June 1974.

12. Planning, Research and Coordination Office of the Turkish Ministry of National Education.

Descriptors : Pupil - Eleve - Schueler / Primary school - Ecole primaire - Primarschule / Lower secondary - Secondaire premier cycle - Mittelstufe / Failure - Echec - Misserfolg.

PROJECT NO. 6

1. Evaluation of the Turkish translation of the AAMD Adaptive Behavior Scale (1974 Revision).

2. Planning, Research and Coordination Office of the Ministry of National Education, Bahçelievler, Ankara.

3. Shirley Epir.

4. The research is in progress.

5. The Manual for Users, Forms, Tables of Percentile Ranks, and a report on the results will be published in Turkish by the Planning, Research and Coordination Office of the Turkish Ministry of National Education.

6. "Adaptive behavior" is a term that has come to replace "social maturity" and refers to those everyday skills used in coping with environmental demands, Measures of adaptive behavior are being increasingly used by educators who recognize the importance of adaptive behavior to school achievement. The AAMD Adaptive Behavior Scale (1974 Revision) is one measure of adaptive behavior, and is to be used for placement and educational planning, especially for retarded children.

   The aims of this project are :

   (1) To check the general quality of the translation and if the language is understandable.
   (2) Obtain reliability estimates.
   (3) Calculate Means and Standard Deviations for each age group for each domain.
   (4) Prepare for Turkish users (a) Tables of Percentile Ranks for various age groups, (b) A supplementary manual telling how to use these Tables, to accompany a translation of the English manual.
   (5) Determine the factorial dimensions for the Turkish data.
   (6) Evaluate the practical value of the Scale by asking some professional users (such as psychologists and teachers) to consider the information from the Scale in working with a sample of cases or pupils. These professionals then will be asked to answer a questionnaire prepared to explore the actual use of this information in these settings (clinics, school classes).

7. Data will be collected from parents of moderately to mildly retarded children (Estimated IQ's from 50 to 80) ages 6 to 12 attending special classes of primary schools in the city of Ankara.

8. Interviews and the AAMD Adaptive Behavior Scale (1974 Revision).

9. Data are in the process of being collected.

10. (a) One.
    (b) Three professional psychologists and ten advanced psychology students who will do the interviewing.

11. (a) February 1975.
    (b) October 1975.

12. Planning, Research and Coordination Office of the Turkish Ministry of National Education.

Descriptors : Backward child - Enfant retarde - Retardiertes Kind / Retarded child - Enfant retarde - Retardiertes Kind / Special education - Enseignement special - Sonderschulwesen / Mental retardation - Retard intellectuel - Seelisch-geistige Retardierung / Social behaviour - Comportement social - Soziales Verhalten / Mental deficiency - Debilite mentale - Schwachsinn / Social development - Developpement social - Sozialentwicklung.

AAMD : AMERICAN ASSOCIATION ON MENTAL DEFICIENCY.

PROJECT NO. 7

1. Educational problems of children of Turkish workers working abroad.

2. Planning, Research and Coordination Office of the Ministry of National Education, Bahçelievler, Ankara

3. Nusret Karcıoğlu (Project director), Cemal Alpman, Hüsnü Cila, Siret Yazlak, Rifat Hancılar, Dr. Ali D. Arseven, Yeşil Türker, Şükrü Orhan, Kamil Yazıcı.

4. The research has been partially completed .

5. Findings will be published by the Planning, Research and Coordination Office of the Turkish Ministry of National Education.

   At the present time the following preliminary research report has been published :
   KARCIOĞLU, Nusret; ALPMAN, Cemal; CİLA, Hüsnü; YAZLAK, Siret; HANCILAR, Rifat; ARSEVEN, Ali D; TÜRKER, Yeril; ORHAN, Şükrü; YAZICI, Kamil:Yurt dışında çalışan Türk işcilerinin (0-16 yaş) çocuklarının eğitimi sorunları raporu. Ankara, Milli Eğitim Bakanlığı, Planlama-Araştırma ve Koordinasyon Dairesi, 1974, ii + 59 p.

6. To provide proposals for basic education to the children of Turkish workers working abroad.

7. The sample will be taken from the regions of the Federal Republic of Germany, Belgium, and the Netherlands where Turkish workers are most numerous.

   The chapters of the published preliminary research report :

   I. Introduction.
   II. Present conditions.
   III. A review of studies related to the education of children of Turkish workers working abroad.
   IV. Difficulties met in educating children of Turkish workers working abroad.
   V. Proposals.

   Appendices.

8. Literature analysis and questionnaires.

9. Approximately 49 % of the school age children (6 to 16 years old) of Turkish workers working abroad are not attending school.

10. (a) Nine.
    (b) Five.

11. (a) November 1973.
    (b) December 1975.

12. Planning, Research and Coordination Office of the Ministry of National Education.

Descriptors : Child - Enfant - Kind / Pupil - Eleve - Schueler / Worker - Travailleur - Arbeiter / Primary education - Enseignement primaire - Primarbildung / Primary school - Ecole primaire - Primarschule / Lower secondary - Secondaire premier cycle - Mittelstufe / Stay abroad - Sejour a l'etranger - Auslandsaufenthalt / Education - Education - Bildung.

PROJECT NO. 8

1. The conception of guidance in Turkish secondary schools.

2. Planning, Research and Coordination Office of the Ministry of National Education, Bahçelievler, Ankara.

3. Dr. Muharrem Kepçeoğlu, Hacettepe University, Department of Psychological Counseling and Guidance, Ankara.

4. The research has been completed.

5. Findings will be published by the Planning, Research and Coordination Office of the Ministry of National Education.

6. To put forward the conceptions of guidance as held by secondary school principals, counsellors, guidance teachers and teachers, and to study the differences among the personnel in the conceptions of guidance according to sex, position in the work, teaching experience, type of school taught at, school graduated from, major field of teaching, pre-service and in - service training in guidance.

7. 32 secondary schools were selected. The above stated personnel working in these 32 schools were covered.

8. "The Guidance Conception Evaluation Inventory" and a personal information questionnaire, both of which were originally developed for this study, were used.

9. The conceptions of guidance as held by the majority of the personnel were found unsatisfactory according to the standards developed by a group of judges; and the conceptions of guidance significantly differed among the personnel according to the independent variables as stated earlier.

10. (a) One
    (b) None

11. (a) February 1973.
    (b) June 1974.

12. Planning, Research and Coordination Office of the Ministry of National Education.

Descriptors : Secondary education - Enseignement secondaire - Sekundarbildung / Secondary school - Ecole secondaire - Sekundarschule / Concept - Concept - Begriff / Guidance - Orientation - Beratung.

PROJECT NO. 9

1. Turkish educational institutions - Terminology.

2. Planning, Research and Coordination Office of the Ministry of National Education, Bahçelievler, Ankara.

3. İbrahim Özgentaş

4. The research has been completed.

5. ÖZGENTAŞ, İbrahim : Türk eğitim kurumları terminolojisi. Ankara, Milli Eğitim Bakanlığı Planlama-Araştırma ve Koordinasyon Dairesi, 1973, viii + 48 p.

   Educational Institutions-Terminology, Turkey. Council of Europe, Strasbourg, DECS/Doc (74) 10, 1974, 50 p.

6. To determine "the name and level of the educational institutions, and normal age-group of students, duration of studies, terms used for classes, examinations, diploma/degree, outlet, categories/titles of teaching and senior administrative staff".

7. With the exception of "private educational institutions, military schools, higher schools attached to universities and academies" 46 educational institutions have been covered.

8. Interview and literature analysis.

9. Findings vary according to the type of educational institution. Basic education schools are 8 years (primary schools are 5 years, and middle schools are 3 years), lycees are generally 3 years, some vocational and technical lycees are 4 years, higher educational institutions are generally 4 years.

10. (a) One.
    (b) One typist.

11. (a) July 1973.
    (b) October (Turkish), November (English) 1973.

12. Planning, Research and Coordination Office of the Ministry of National Education.

    Descriptors : Pupil - Eleve - Schueler / Student - Etudiant - Student / Educational institution - Etablissement d' enseignement - Bildungseinrichtung / Age group - Group d'age - Altersgruppe / Class - Classe - Klasse / Examination - Examen - Pruefung / Academic degree - Grade universitaire - Akademischer Grad / Certificate - Diplome - Zeugnis / Degree - Grade universitaire - Akademischer Grad / Administrative personnel - Personnel administratif - Verwaltungspersonal / Teaching personnel - Corps enseignant - Lehrkoerper / Terminology - Terminologie - Terminologie.

PROJECT NO. **10**

1. Opinions of middle school and academic lycee directors on the transfer and appointment of middle school and academic lycee administrators.

2. Planning, Research and Coordination Office of the Ministry of National Education, Bahçelievler, Ankara.

3. İbrahim Özgentaş.

4. The research has been completed.

5. Findings will be published by the Planning, Research and Coordination Office of the Ministry of National Education.

6. To obtain opinions of middle school and academic lycee directors on the transfer and appointment of middle school and academic lycee administrators.

7. 1001 middle school directors and 282 academic lycee directors.

8. Questionnaire.

9. The analyses displayed the distributions of preferences among directors as to which regions they preferred to work in, as to legitimate reasons for transfer, and as to sorts of compensation appropriate for assignment to less desirable posts.

10. (a) One.
    (b) One computer programmer and one typist.

11. (a) January 1972.
    (b) August 1974.

12. Planning, Research and Coordination Office of the Ministry of National Education.

Descriptors : Lower secondary - Secondaire premier cycle - Mittelstufe / Secondary school - Ecole secondaire - Sekundarschule / Upper secondary - Secondaire deuxieme cycle - Oberstufe / Appointment - Nomination - Ernennung / Transfer - Transfert - Versetzung / Director - Directeur - Direktor.

PROJECT NO. 11

1. Adapting psychological instruments to be used in guidance services in secondary schools in Turkey.

2. Planning, Research and Coordination Office of the Ministry of National Education, Bahçelievler, Ankara.

3. Doç.Dr. Süleyman Çetin Özoğlu, Hülya Soydan, Elmas Ünlü, Turhan Soylu.

4. The study is in progress.

5. Adapted instruments and related materials will be published by the Planning, Research and Coordination Office of the Ministry of National Education.

6. To get validity and reliability data on (a) The Kuder Preference Record Vocational Form CM, (b) A Problem Check List (One form for middle school pupils and one for lycee pupils) developed by the Planning, Research and Coordination Office, (c) The Thurstone Primary Mental Abilities Test (For ages 11 to 17) for use in secondary schools.

7. Three middle schools and three lycees have been selected in the city of Ankara, and a total of 600 middle school and lycee pupils have been administered (a) The Kuder Preference Record Vocational Form CM, (b) A Problem Check list (one for middle school pupils and one for lycee pupils) developed by the Planning,Research and Coordination Office of the Turkish Ministry of National Education, (c) The Thurstone Primary Mental Abilities Test (For ages 11 to 17).

8. Administration of the following psychological instruments:
   (a) The Kuder Preference Record Vocational Form CM,
   (b) A Problem Check List (One form for middle school pupils and one for lycee pupils),
   (c) The Thurstone Primary Mental Abilities Test (For ages 11 to 17).

9. At the present time, the reliability of the Thurstone Primary Mental Abilities Test (For ages 11 to 17) has been determined.

10. (a) Four.
    (b) Five.

11. (a) December 1973.
    (b) June 1975.

12. Planning, Research and Coordination Office of the Ministry of National Education.

Descriptors : Test - Test - Test / Interest - Interet- Interesse / Reliability - Fidelite - Reliabilitaet / Validity - Validite - Validitaet.

PROJECT NO. 12

1. Leadership behavior in school administration of commercial lycee directors.

2. Planning, Research and Coordination Office of the Ministry of National Education, Bahçelievler, Ankara.

3. Dr. Mustafa Üstündağ.

4. The research has been completed.

5. ÜSTÜNDAĞ, Mustafa : Ticaret liseleri müdürlerinin okul yönetimindeki liderlik davranışları. Doktora tezi, Ankara, Hacettepe Üniversitesi, Mezuniyet Sonrası Eğitimi Fakültesi, 1975, vi + 145 p.

6. To determine the opinions of directors and teachers in commercial lycees about leadership behavior in school administration of the directors of commercial lycees, and to compare the opinions of directors and teachers.

7. Questionnaires have been answered by 65 commercial lycee directors and 754 commercial lycee teachers in the 1972-1973 school year. Sub-divisions of the research:
   I. Introduction.
   II. Method.
   III. Findings.
   IV. Interpretation and conclusions.
   V. Summary.
   Bibliography.
   Appendices.

8. The "Leader Behavior Description Questionnaire" by John Hemphill and Alvin E. Coons has been adapted into Turkish. It was printed in two forms:
   (a) Leadership Behavior Questionnaire I (For commercial lycee teachers).
   (b) Leadership Behavior Questionnaire II (For commercial lycee directors).

9. (a) There is not a significant difference between "actual leadership behavior of directors as perceived by the directors" and "ideal leadership behavior which directors expect in a good administrator."
   (b) There is a significant difference between "actual leadership behavior of directors as perceived by the teachers" and "ideal leadership behavior which teachers expect in a good administrator."
   (c) There is a significant difference between "actual leadership behavior of directors as perceived by the directors" and "actual leadership behavior of directors as perceived by the teachers."

(d) There is a significant difference between "ideal leadership behavior which directors expect in a good administrator" and "ideal leadership behavior which teachers expect in a good administrator."
(e) There is a significant difference between "ideal leadership behavior which directors expect in a good administrator" and "actual leadership behavior of directors as perceived by the teachers."
(f) There is not a significant difference between "actual leadership behavior of directors as perceived by the directors" and "ideal leadership behavior which teachers expect in a good administrator."

10. (a) One.
(b) None.

11. (a) April 1973.
(b) January 1975.

12. Financed personally.

Descriptors : Secondary school - Ecole secondaire - Sekundarschule / Upper secondary - Secondaire deuxieme cycle - Oberstufe / Commercial education - Enseignement commercial - Kaufmaennische Bildung / Leadership - Commandement - Fuehrung / Behaviour - Comportement - Verhalten / Administrator - Administrateur - Verwalter / Director - Directeur - Direktor / Teacher - Enseignant - Lehrer / Administration - Administration - Verwaltung.

PROJECT NO. **13**

1. An investigation of the implementation of modern science and mathematics curricula in the new secondary school system of Turkey.

2. Board of Education of the Ministry of National Education, Ankara.

3. Scientific Commission for Science Teaching Development of the Board of Education of the Ministry of National Education. The Commission consists of six members from the science faculties of the universities, one member from the Scientific and Technical Research Council of Turkey, and three members from the Board of Education of the Ministry of National Education.

4. The research is in progress.

5. Findings will be published by the Scientific and Technical Research Council of Turkey and the Ministry of National Education.

6. (a) To try out instructional materials in General Science adapted from ESS and SCIS programs in the sixth grades of 3 selected secondary schools.
   (b) To try out adapted "Introductory Physical Science" in the ninth grades of selected secondary schools.
   (c) To try out instructional materials in modern mathematics which were developed in line with SMSG programs, materials in physics adapted from PSSC programs, materials in chemistry adapted from "CHEM STUDY" programs, and materials in biology adapted from BSCS programs.
   (d) To train teachers for the programs.
   (e) To evaluate try-outs of the programs and to determine conditions for general use of the programs in Turkish secondary schools.

7. For trying out of the programs 189 secondary schools were selected as a sample from among 600 schools.

8. Teachers were selected and trained, for the try-out of the programs. The programs of instruction were designed at the Science Teaching Development Centre (Ankara). Text-books and teachers' guides were printed by the Ministry of National Education. Necessary materials and laboratory equipment were provided by the Teaching - Tools Production Centre of the Ministry of National Education. Members of the Scientific Commission for Science Teaching Development, as well as other program experts, are helping teachers as guides for the try-out of the programs in the secondary schools.

9. In progress.

10. (a) Scientific Commission for Science Teaching Development.
(b) Besides the Commission, there are five special curriculum development groups (for mathematics, general science, physics, chemistry, and biology), one evaluation group, and one teaching-tools development group. All these seven groups are attached to the Scientific Commission.

11. (a) June 1971.
(b) June 1975.

12. (a) National budget. (Ministry of National Education, Scientific and Technical Research Council of Turkey.)
(b) The Ford Foundation.

Descriptors : Upper secondary - Secondaire deuxieme cycle - Oberstufe / Curriculum - Programme d'etudes - Bildungsplan / Modern mathematics - Mathematiques nouvelles - Neue Mathematik / New mathematics - Mathematiques nouvelles - Neue Mathematik / Chemistry - Chimie - Chemie / Physics - Physique - Physik / Biology - Biologie - Biologie.

Note : The following are the full names of the abbreviations used in the text above:

BSCS	: BIOLOGICAL SCIENCES CURRICULUM STUDY.
CHEM STUDY	: CHEMICAL EDUCATION MATERIALS STUDY.
ESS	: ELEMENTARY SCIENCE STUDY.
PSSC	: PHYSICAL SCIENCE STUDY COMMITTEE.
SCIS	: SCIENCE CURRICULUM IMPROVEMENT STUDY.
SMSG	: SCHOOL MATHEMATICS STUDY GROUP.

PROJECT NO. 14

1. Evaluation of the experimental mathematics and science curricula of the pilot lycees.

2. Board of Education of the Ministry of National Education, Ankara.

3. Doç.Dr. M.Fuat Turgut.

4. The research has been completed.

5. TURGUT, M.Fuat : Pilot liselerde denenen modern fen ve matematik programlarının değerlendirilmesi. III. Bilim Kongresinde Bilim Adamı Yetiştirme ve Fen Öğretimi Seksiyonuna Sunulan Bazı Tebliğler, Türkiye Bilimsel ve Teknik Araştırma Kurumu, Bilim Adamı Yetiştirme Grubu, Sayı : 9, 1973, pp. 35-65.

   TURGUT, M.Fuat : An evaluation of the experimental mathematics and science curricula of the pilot lycees. Hacettepe Bulletin of Social Sciences and Humanities, vol. 5, No. 1, 1973, pp. 1-30.

6. This research was conducted in order to evalute the "modern mathematics" and "science" curricula which were put into experimental teaching in nine lycees from 1968 to 1971.

7.

	Pilot lycees	The science lycee
9 th grades	N ≅ 1,100	N ≅ 50
10 th grades	N ≅ 900	N ≅ 50
11 th grades	N ≅ 600	N ≅ 50

8. The data used in evaluation of the curricula were collected from the following six sources :
(1) Questionnaires answered at various times by the participating teachers and administrators; (2) Monthly reports received from the participating teachers and administrators; (3) Observation reports prepared by the supervisors and the members of the project; (4) Achievement and scholastic aptitude tests administered during the school year of 1969-1970; (5) Miscellaneous data collected at the test administration; (6) Reports prepared at the "Evaluation and Planning Seminar" which was held between June 29 and July 10, 1970 at the Science Lycee.

9. (1) The teachers were not able to cover all of the topics of the modern courses in the allocated class hours of the regular lycee program. The modern courses did not fit easily into the allocated time periods, nor into the current organisation of the lycee curricula. Consequently, some of the anticipated learnings did not take place. Perhaps teachers' inability to use class periods effectively is responsible for this fact.

(2) Even though the tests were quite difficult, student achievement as measured by the tests was generally less than 50 % in the experimental teaching classes. This was less than 50 % of a thorough mastery of each course. Such factors as teachers' incompetence in the new curriculum and its teaching methods, teachers' heavy teaching load, the overload on students (the fact that a student has to take these five subjects simultaneously with about ten other courses) may be responsible for this result.
(3) The attitudes of the teachers towards the modern curricula and related materials were rather strongly favorable. Thus, the lack of success in the programs can not be attributed to unfavourable attitudes on the part of the teachers. (4) Weak relationships were found between student intelligence as measured by scholastic aptitude tests and ninth-grade first semester achievement in the modern courses. Perhaps the teaching of the modern courses was not geared to students' intelligence (However, this conclusion is based only on the ninth-grade data). (5) In the case of those classes which were observed to be successful, the greatest factor influencing this success was the teacher's competence both in the subject matter and in the teaching strategy.

10. (a) One.
    (b) About twenty.

11. (a) May 1968.
    (b) December 1971.

12. Scientific and Technical Research Council of Turkey.

Descriptors : Upper secondary - Secondaire deuxieme cycle - Oberstufe / Curriculum - Programme d'etudes - Bildungsplan / Modern mathematics - Mathematiques nouvelles - Neue Mathematik / New mathematics - Mathematiques nouvelles - Neue Mathematik / Chemistry - Chimie - Chemie / Physics - Physique - Physik / Biology - Biologie - Biologie / Evaluation - Evaluation - Evaluation.

PROJECT NO. 15

1. A simulation study on student promotion in Turkish upper secondary schools based on individual course work and a credit system.

2. Scientific and Technical Research Council of Turkey, Atatürk Bulvarı 225, Ankara.

3. Doç.Dr. Turhan Oğuzkan (Project director), Doç.Dr. Fuat Turgut, Doç.Dr. Süleyman Çetin Özoğlu.

4. This research has been completed.

5. OĞUZKAN, Turhan; TURGUT, Fuat; ÖZOĞLU, Süleyman Çetin : Orta öğretimin ikinci devresinde ders geçme ve kredi düzeni üzerinde bir simülasyon denemesi. Ankara, Türkiye Bilimsel ve Teknik Araştırma Kurumu, Bilim Adamı Yetiştirme Grubu, 1974, xii + 334 p.

6. The Eighth Turkish National Convention on Education in 1970 recommended substantial changes in the organization of education at the upper secondary school level. These recommendations included the replacement of the rules for student promotion on the basis of passing all the courses in one grade, with a new promotion system on the basis of individual courses. The study is concerned with the problem of feasibility of the new approach in student promotion, together with methods and conditions for its implementation.

7. The study has been conducted in six typical schools of varying types and sizes.

8. The problem has been studied by using a simulation method from the standpoints of student flow and student grouping as well as such variables as curriculum, allocation of teachers and space, cost and teachers' attitudes.

9. It is possible to use a flexible system of student promotion in typical Turkish upper secondary schools based on individual course work and a credit system. Together with several advantages, the new system brings certain problems especially in the area of grouping the students for course work. Ways of solving these problems are indicated. Experimentation in a limited number of schools is recommended prior to any large-scale implementation.

10. (a) Three.
    (b) Four assistants.

11. (a) February 1971.
    (b) June 1973.

12. Scientific and Technical Research Council of Turkey.

Descriptors : Pupil - Eleve - Schueler / Secondary education - Enseignement secondaire - Sekundarbildung / Upper secondary - Secondaire deuxieme cycle - Oberstufe / Simulation - Simulation - Simulation / Grouping - Groupement - Gruppierung.

PROJECT NO. 16

1. Newspaper headings test : Its development and standardization.

2. Scientific and Technical Research Council of Turkey, Atatürk Bulvarı 225, Ankara.

3. Prof. Dr. Hasan Tan, Middle East Technical University, Department of Social Sciences, Ankara.

4. The research has been completed.

5. TAN, Hasan : Gazete haberleri testi : Geliştirilmesi ve Standardizasyonu. Ankara, Türkiye Bilimsel ve Teknik Araştırma Kurumu, Bilim Adamı Yetiştirme Grubu, 1974, ix + 121 p.

6. It is interest test developed for Turkish youth. It is for lycee and higher education students. The test consists of the following scales : Science, technic, art, language and literature, medicine, education and teaching, business and commerce, administration, law and politics, agriculture, entertainment, and open air. The book is a research report, as well as a test manual.

7. The newspaper headings test has been administrated to about 4,000 higher education students and has been standardized on this population. It is an interest test and consists of ten interest scales. The chapters of the book are (1) Introduction, (2) Need for an interest test in Turkey, (3) Interest : Its definition, root, development, and measurement, (4) Method followed in the development and standardization of the newspaper headings test, (5) Results of administration (this chapter discusses the validity and reliability analyses of the test), (6) Directions for the administration of the newspaper headings test (A manual), (7) Bibliography.

8. The test and a questionnaire have been administered to the subjects. Data have been analyzed statistically.

9. It is a new approach in the measurement of interests. The test has proven itself a good instrument in the measurement of interests.

10. (a) One.
    (b) Five persons have done routine work in the data gathering stage.

11. (a) December 1971.
    (b) May 1974.

12. Scientific and Technical Research Council of Turkey.

Descriptors : Pupil - Eleve - Schueler / Student - Etudiant - Student / Upper secondary - Secondaire deuxieme cycle - Oberstufe / Higher education - Enseignement superieur - Hochschulbildung / Occupational choice - choix d'une profession - Berufswahl / Vocational choice - Choix d'une profession - Berufswahl / Test - Test - Test / Interest - Interet - Interesse / Counselling - Orientation - Beratung / Guidance - Orientation - Beratung / Measurement - Mesure - Messung.

PROJECT NO. 17

1. Accommodation, nutrition, health, credit and scholarships in higher education.

2. State Planning Organization, Ankara.

3. Mustafa Keten.

4. The research is in progress.

5. The findings will be published by the State Planning Organization.

6. Determination of the credit and scholarship sources in Turkish higher education and how they are used, as well as the socio-economic analysis of accommodations and other problems, and the establishment of their relationships to the goals of development.

7. The research will cover all the Turkish higher education and post-graduate students inside and outside of Turkey.

8. Literature analysis, questionnaire.

9. Findings have not yet been determined.

10. (a) One.
    (b) Six.

11. (a) December 1974.
    (b) October 1975.

12. State Planning Organization.

Descriptors : Student - Etudiant - Student / Higher education - Enseignement superieur - Hochschulbildung / Nutrition - Nutrition - Ernaehrung / Health - Sante - Gesundheit / Scholarship - Bourse d'etudes - Stipendium.

PROJECT NO, 18

1. Research in the capacity of higher education.

2. State Planning Organization, Ankara.

3. Ayla Sayın, Tevfik Çavdar, Muzaffer Soy, Orhan Ergüneş, Çelen Birkan.

4. The research is in progress.

5. The findings will be published by the State Planning Organization.

6. The research is being conducted to determine the under-use or over-use of capacity in higher education in order to plan and program higher education in the future and to distribute investments rationally.

7. The research will include all students and teaching personnel of higher education. For determination of physical capacity of higher education, a sampling method will be used.

8. Statistical data analysis, questionnaire.

9. Findings have not yet been determined.

10. (a) Five.
    (b) Three.

11. (a) September 1974.
    (b) February 1976.

12. State Planning Organisation.

Descriptors : Student - Etudiant - Student / Higher education - Enseignement superieur - Hochschulbildung / Academic staff - Corps enseignant - Lehrkoerper / Teaching personnel - Corps enseignant - Lehrkoerper.

PROJECT NO. 19

1. Research potential and problems in the field of social sciences in Turkey.

2. State Planning Organisation, Ankara.

3. İbrahim Yurt, Hüseyin T. Sevil.

4. The research has been completed.

5. YURT, İbrahim; SEVİL, Hüseyin T. : Sosyal alanlarda Türkiyenin araştırma potansiyeli ve sorunları. Ankara, T.C. Başbakanlık Devlet Planlama Teşkilatı Yayın No : DPT : 1320 - SPD: 258, 1974, xl + 366 p.

6. To determine the research potential and problems in social science research, and to propose solutions for these problems.

7. Out of 308 research units 141 answered the questionnaire designed for research units, and out of 2083 researchers 1025 answered the questionnaire designed for researchers.

8. Questionnaires (one for research units and one for researchers).

9. (a) Research units have not enough qualified researchers.
   (b) There is not an encouraging research climate.
   (c) The income of researchers is low.
   (d) Qualified researchers are not trained in higher education institutions in Turkey.
   (e) There is not an effective co-operation and coordination among research units and researchers.
   (f) There is a need for a central research organisation in the field of social sciences.

10. (a) Two.
    (b) Three.

11. (a) March 1970.
    (b) February 1974.

12. State Planning Organisation.

Descriptors : Researcher - Chercheur - Forscher / Social sciences - Sciences sociales - Sozialwissenschaften / Research - Recherche - Forschung / Research centre - Centre de recherche - Forschungsstaette.

PROJECT NO. 20

1. A study on the 1974 inter-university entrance examination.

2. State Planning Organization, Ankara.

3. Tuna Yurtseven, Demet Tünay, Tevfik Çavdar.

4. The research is in progress.

5. Findings will be published by the State Planning Organization.

6. The research is being undertaken to determine the socio-economic background of the students applying for higher education and that of those who earn the right to enter higher education.

7. The research covers the students applying for higher education for the 1974-1975 academic year.

8. Questionnaire, statistical data analysis, literature analysis.

9. Findings have not yet been determined.

10. (a) Three.
    (b) None.

11. (a) May 1974.
    (b) December 1975.

12. State Planning Organization.

Descriptors : Higher education - Enseignement superieur - Hochschulbildung / University - Universite - Hochschule / Entrance examination - Examen d'entree - Aufnahmepruefung

PROJECT NO 21

1. Economic aspects of education : Theory and a case study for Turkey.

2. Faculty of Education of Ankara University, Ankara.

3. Dr. Mahmut Adem.

4. Partially completed.

5. Not decided yet.

6. To evaluate educational expenditures in Turkey from 1960 to 1973.

7. Sub-divisions of the research :
Chapter 1. Economics of education.
Chapter 2. Planning of education.

8. Economic analysis.

9. (a) There is very little research on the economic aspects of education in Turkey. (b) Money allocated to the educational sector does not depend on any fundamental principle. (c) Therefore, generally, educational planning is not sufficiently effective.

10. (a) One.
(b) None.

11. (a) September 1971.
(b) September 1975.

12. Financed personally.

Descriptors : Planning of education - Planification de l'education - Bildungsplanung / Economics of education - Economie de l'education - Bildungsoekonomie.

PROJECT NO. 22

1. The prediction of academic success at the level of higher education from the entrance examination scores: A multiple regression analysis.

2. Faculty of Education of Ankara University, Ankara.

3. Dr. İlhan Akhun.

4. The research has been completed.

5. AKHUN, İlhan : Akademik başarının kestirilmesi : Çoklu regresyon yaklaşımının uygulanmasına ilişkin bir araştırma. Doçentlik tezi, Ankara. Ankara Üniversitesi Eğitim Fakültesi,1975, xiii + 270 p.

6. To determine the relative effectiveness of the various parts of the entrance examination scores in predicting academic success, and to obtain the optimum regression equations for different fields.

7. A group of 200 students enrolled at the Men's Technical Teacher Training Higher School of Ankara, in the academic year 1971-1972.

8. Statistical approach.

9. Entrance examination scores alone do not appear to be a good variable for the prediction of academic success. The use of a battery of tests rather than a single test will be more reliable and valid. The final level of academic success plus the date of graduation from a vocational institute, taken as a single variable, constitutes one of the best variables in predicting academic success at the level of higher education.

10. (a) One.
    (b) None.

11. (a) October 1973.
    (b) March 1975.

12. Financed personally.

Descriptors : Higher education - Enseignement superieur - Hochschulbildung / Technical education - Enseignement technique - Technische Bildung / Success - Reussite - Erfolg / Regression - Regression - Regression / Entrance examination - Examen d'entree - Aufnahmepruefung.

PROJECT NO. 23

1. Educational problems of gifted children : A research in the Ankara Science Lycee.

2. Faculty of Education of Ankara University, Ankara.

3. Ayşe Gül Ataman.

4. The research is in progress.

5. Findings will be published by the Scientific and Technical Research Council of Turkey.

6. To determine the appropriateness of the entrance examination and educational program of the Science Lycee to its objectives.

7. There are two groups: One is made up of the students selected for admission to the Science Lycee in the years 1964, 1965 and 1966 (group size : 286). The second group is a sample of 360 students selected from among the students rejected at the second stage of selection of the Science Lycee in the years 1964, 1965 and 1966, and who attended other lycees in the Ankara, Istanbul and Izmir provinces.

8. School records, information sheet and questionnaires will be used to collect data.

9. It is at the stage of data collection.

10. (a) One.
    (b) None.

11. (a) May 1973.
    (b) November 1975.

12. Scientific and Technical Research Council of Turkey.

Descriptors : Highly gifted - Surdoue - Hochbegabter / Upper secondary - Secondaire deuxieme cycle - Oberstufe / Science education - Education scientifique - Naturwissenschaftliche Bildung / Entrance examination - Examen d'entree - Aufnahmepruefung / Education - Education - Bildung.

PROJECT NO. 24

1. Competencies of the educational administrator.

2. Faculty of Education of Ankara University, Ankara.

3. Doç. Dr. Ziya Bursalıoğlu.

4. The research has been partially completed.

5. Findings will be published by the Faculty of Education of Ankara University.

6. To determine the ideal and actual competencies of the principals of normal schools, and to provide related suggestions for the development of pre-service and in-service training programs based on these competencies.

7. All teachers and principals of normal schools, provincial superintendents of education, and Ministry supervisors.

8. Questionnaire.

9. Final conclusions have not yet been reached.

10. (a) One.
    (b) 20 persons for instrument development, and 25 persons for instrument administration.

11. (a) April 1974.
    (b) June 1975.

12. (a) Faculty of Education of Ankara University, (b) Planning, Research and Coordination Office, and (c) Department of In-Service Education, of the Ministry of National Education.

Descriptors : Teacher education - Formation des enseignants - Lehrerbildung / Administrator - Administrateur - Verwalter / Director - Directeur - Direktor / Inspector - Inspecteur - Schulaufsichtsbeamter / Teacher - Enseignant - Lehrer.

PROJECT NO. 25

1. Children and youth under state custody : Development and adjustment problems.

2. Faculty of Education of Ankara University, Ankara.

3. Latife Ceritoğlu.

4. The Research is in progress.

5. It will be submitted as a doctoral dissertation to the Faculty of Education of Ankara University.

6. Evaluation of the adequacy of residential institutions for such children.

7. There are two samples : (a) a sample of institutions, (b) a sample of children and youth in these institutions.

8. (a) Problem inventory.
   (b) Questionnaires (one for administrators, and one for children).
   (c) Information sheet.

9. The research is in the phase of data collection.

10. (a) Two (One researcher and one advisor).
    (b) None.

11. (a) March 1974.
    (b) September 1975.

12. Faculty of Education of Ankara University.

Descriptors : Child - Enfant - Kind / Pupil - Eleve - Schueler / School child - Eleve - Schueler / Special education - Enseignement special - Sonderschulwesen / Adjustment - Adaptation - Anpassung / Child protection - Protection de l'enfance - Kinderschutz.

PROJECT NO. 26

1. Problems of personnel training in the field of special education.

2. Faculty of Education of Ankara University, Ankara.

3. Dr. Doğan Çağlar.

4. The research has been completed.

5. ÇAĞLAR, Doğan : Türkiyede özel eğitim alanına personel yetiştirme sorunları. Ankara, Milli Eğitim Bakanlığı, Planlama-Araştırma ve Koordinasyon Dairesi, 1974, 6 + viii + 172 p.

6. The purposes of this study were to determine (a) Current needs for personnel in the field of special education in Turkey, (b) The quantity and quality of the recruitment, professional readiness, training, in-service training and the employment of personnel in the field of special education, (c) The situation and causes of personnel turnover in the field of special education.

7. There were six types of institutions in the research. The research included all personnel of five of the types of institutions. These were : (a) Ordinary primary schools : 373 teachers of special classes for mentally retarded pupils ; (b) Schools for the deaf : 11 directors, 16 assistant directors, 162 teachers, 5 guidance teachers; (c) Schools for the blind : 4 directors, 4 assistant directors, 66 teachers, 2 guidance teachers; (d) The Special Education School : 1 director, 4 teachers; (e) Guidance and Research Centers : 9 directors, 10 guidance teachers, 31 specialists, 58 assistant specialists. From the sixth type of institution (orphanages) a sample of 33 % of the 626 teachers and administrators in the 1972-1973 school year was obtained. 917 questionnaires were sent to teachers, administrators and guidance personnel. The return rate of questionnaires was 67 %. In addition to this, 152 persons were interviewed.

8. Questionnaire, interview, and literature analysis.

9. (a) Turkey needed 73,100 teachers, 10,176 administrators and 10,395 specialists in the field of special education in the 1972-1973 school year, that is, a total of 93,671 personnel. (b) The selection, training and in-service training of the personnel for the field of special education are not adequate. (c) There is not an institution to train teachers and administrators for the field of special education. (d) The curricula of teacher training institutions do not include courses for the field of special education. (e) There is a great personnel turnover in the field of special education. (f) The employment policy of special education is neither stable nor adequate.

10. (a) One.
    (b) None.

11. (a) February 1972.
    (b) May 1974.

12. Planning, Research and Coordination Office of the Ministry of National Education, and the researcher himself.

Descriptors : Maladjusted - Inadapte - Schlechtangepasster / Blind - Aveugle - Blinder / Deaf - Sourd - Tauber / Backward child - Enfant retarde - Retardiertes Kind / Retarded child - Enfant retarde - Retardiertes Kind / Orphan - Orphelin - Waise / Emotionally disturbed - Inadapte - Schlechtangepasster / Primary school - Ecole primaire - Primarschule / Lower secondary - Secondaire premier cycle - Mittelstufe / Special education - Enseignement special - Sonderschulwesen / Guidance - Orientation - Beratung / Personnel - Personnel - Personal / Child protection - Protection de l'enfance - Kinderschutz.

PROJECT NO. 27

1. Historical development of vocational and technical education in Turkey since 1923.

2. Faculty of Education of Ankara University, Ankara.

3. Doç. Dr. Hıfzı Doğan.

4. The research is in progress.

5. The research report will be published by the Ministry of National Education.

6. The objective of the study is to determine the elements which affected decisions in shaping vocational and technical education since the foundation of the Republic. It is also intended to develop criteria in order to evaluate the present system. The study will reveal trends and problems encountered in the present system and will provide background for reorganisation of the educational system in Turkey.

7. Those vocational educators were selected who worked in the system in the 1920's and 1930's. Approximately 50 persons were interviewed. The study will cover: decline of the apprenticeship institution in vocational education; traditional general education and its effects on vocational education; industrial education; home economics education; and commercial education.

8. Interviews and literature analysis.

9. The study is in progress; so far there are no tangible findings to report yet.

10. (a) One.
    (b) None.

11. (a) August 1972.
    (b) January 1976.

12. Faculty of Education of Ankara University and Ministry of National Education.

Descriptors : Educational system - Systeme d'enseignement - Bildungswesen / System of education - Systeme d'enseignement - Bildungswesen / Vocational education - Enseignement Professionnel - Berufsbildung / Home economics - Economie domestique - Hauswirtschaft / Technical education - Enseignement technique - Technische Bildung / Industrial education - Enseignement industriel - Gewerbliche Berufsbildung / Commercial education - Enseignement commercial - Kaufmaennische Bildung / History of education - Histoire de l'education - Bildungsgeschichte.

PROJECT NO. **28**

1. The palace school of the Ottoman Empire.
2. Faculty of Education of Ankara University, Ankara.
3. Doç. Dr. Mitat Enç, Mehmet Alibal.
4. The research has been completed.
5. ENÇ, Mitat: Üstün beyin gücü (Gelişim ve eğitimleri) (Bölüm xii. Enderun, pp. 293-347), Ankara, Ankara Üniversitesi Eğitim Fakültesi Yayınları No: 35, 1973, 355 p.
6. To study selection and admission procedures, program, and staffing of the palace school.
7. Historical study.
8. Literature analysis.
9. The palace school of the Ottoman Empire selected its students from various preparatory schools, It was an institution of higher education which trained military and civil leaders for various government services.
10. (a) Two.
    (b) None.
11. (a) October 1971.
    (b) April 1973.
12. Faculty of Education of Ankara University.

Descriptors : Student - Etudiant - Student / Highly gifted - Surdoue - Hochbegabter / Higher education - Enseignement superieur - Hochschulbildung / Curriculum - Programme d'etudes - Bildungsplan / Admission - Admission - Aufnahme / Teaching personnel Corps enseignant - Lehrkoerper.

PROJECT NO. 29

1. Study of individuals whose Turkish citizenship has been confiscated related to brain power drain.

2. Faculty of Education of Ankara University, Ankara.

3. Doç.Dr. Mitat Enç.

4. The study has been completed.

5. ENÇ, Mitat: Beyin gücü göçü. Ankara Üniversitesi Eğitim Fakültesi Dergisi 1974. Cilt 7, Sayı 1-4, 1975, pp. 131-139.

6. To determine brain power drain from Turkey to other countries.

7. Approximately 4,000 former Turkish citizens who lost their citizenship from 1970-1973, inclusive.

8. Literature analysis (Study of records on the subjects at the General Directorate of Population in the Turkish Ministry of Internal Affairs).

9. (a) Out of 4,000 individuals losing citizenship, only 170 belong to the professional category.
   (b) There were no records of the professions of the majority of the subjects.
   (c) Approximately 1,700 individuals lost their citizenship for evasion of compulsory military service.
   (d) The majority of this group were students studying abroad in higher education, not returning within the limits of compulsory military service age. This may be interpreted as an indication of significant brain power drain among government and privately sponsored students who go abroad for higher education in various professions. Perhaps the revision of compulsory military service is required.

10. (a) Two.
    (b) None.

11. (a) March 1972.
    (b) June 1973.

12. Faculty of Education of Ankara University.

Descriptors : Higher education - Enseignement superieur - Hochschulbildung / Study abroad - Etudes a l'etranger - Auslandsstudium / Brain drain - Exode des competences - Abwanderung von Fachkraeften.

PROJECT NO. **30**

1. Literature and education during the Second Constitutional Monarchy (1908-1923).

2. Faculty of Education of Ankara University, Ankara.

3. Dr. Cahit Kavcar.

4. The research has been completed.

5. KAVCAR, Cahit : II. Meşrutiyet devrinde edebiyat ve eğitim (1908-1923). Ankara, Ankara Üniversitesi Eğitim Fakültesi Yayınları No. 41, 1974, 287 p.

6. In Turkish history the period of the Second Constitutional Monarchy (1908-1923) is of great importance. The main purpose of this study is to point out the literary works written in this period, which have an educational emphasis. The themes stressed by poets and writers of this period are also considered.

7. Sub-divisions of the research :
   Introduction (Literature and education, historical and social conditions, main characteristics of Turkish literature in this period).
   The forms of service to education by literature in the period of the Second Constitutional Monarchy.
   A. Education through teaching.
   B. Education through literary works (poetry, drama, the novel, the short story).
   Conclusions.
   Bibliography.

8. Literature analysis.

9. Men of literature in this period made great efforts towards educating individuals and society. Their feelings and thoughts had great influence on the people of that period.

10. (a) One.
    (b) None.

11. (a) March 1970.
    (b) December 1973.

12. Faculty of Education of Ankara University.

Descriptors : Secondary education - Enseignement secondaire - Sekundarbildung / Literature Literature - Literatur / Moral education Education morale - Ethische Erziehung / Education - Education - Bildung.

PROJECT NO. 31

1. An investigation of Turkish university reforms as related to curriculum and teaching.

2. Faculty of Education of Ankara University, Ankara.

3. Dr. Mehmet A. Kısakürek.

4. The research has been completed.

5. KISAKÜREK, Mehmet A. : Yüksek öğretimde yenileşme hareketlerinin programlar ve öğretime ilişkin yanları. Doktora tezi, Ankara, Ankara Üniversitesi Eğitim Fakültesi, 1974, x + 249 p.

6. (a) To investigate Turkish university reforms from the viewpoint of historical evolution.
   (b) To survey the common aspects of Turkish university reforms.
   (c) To find the common characteristics of Turkish university reforms as related to curriculum and teaching.
   (d) To compare university reforms in Turkey with contemporary university reforms abroad.
   (e) To find the present attitudes of university staff members and senior students towards university reforms in Turkey.
   (f) To develop an operational programme model for Turkey.

7. From nine universities (Ankara, Atatürk, Boğaziçi, Ege, Hacettepe, Istanbul, Istanbul Technical, Karadeniz Technical, and Middle East Technical University) 69 Faculties and/or Departments have been included in the sample. The sample has been chosen from the academic staff, assistants and senior students representing various areas of specialization. 430 university academic staff members (professors, docents, etc.) and 576 senior students (in total 1006 persons) have answered the questionnaire. Sub-divisions of the research :

   I. University and the problem of innovation.
   II. Findings and interpretations.
   III. Conclusions and recommendations.
   Appendices.
   Bibliography.

8. Questionnaire.

9. Universities cannot perform their research functions adequately and effectively. They give more emphasis to teaching functions. There are some unnecessary courses in the programs of the Faculties. It is necessary to make changes in the content of courses. Teaching methods used in universities, in general, are not adequate and effective. There should be more courses with applied or practical content.

10. (a) Two (One researcher and one faculty advisor).
    (b) Graduates of the Faculty of Education working in various part of the country have been utilized for field work.

11. (a) November 1971.
    (b) May 1974.

12. Faculty of Education of Ankara University.

Descriptors : Student - Etudiant - Student / University - Universite - Hochschule / Curriculum - Programme d'etudes - Bildungsplan / Teaching - Enseignement - Unterricht / Teaching method - Methode pedagogique - Unterrichtsmethode / Teaching personnel - Corps enseignant - Lehrkoerper / Reform - Reforme - Reform.

PROJECT NO. 32

1. Study of staff attitudes in teacher training institutions from the viewpoint of curriculum development.

2. Faculty of Education of Ankara University, Ankara.

3. Dr. Leyla Küçükahmet.

4. The research has been completed.

5. KÜÇÜKAHMET, Leyla : Öğretmen yetiştiren kurumlarda çalışan öğretmenlerin tutumlarının program geliştirme açısından yorumu. Doktora tezi, Ankara, Ankara Üniversitesi Eğitim Fakültesi, 1974, iii + 227 p.

6. (a) To study the attitudes of teacher trainers on overall programs of teacher education.
   (b) To interpret the findings in the light of sound principles of curriculum development in teacher education.
   (c) To make suggestions in the light of the above findings for a better programme in teacher education.

7. The original sample included 1595 teachers in teacher training institutions. 972 teachers (319 female, 639 male, 15 unknown) have answered the data gathering instruments. Sub-divisions of the research :

   I. Problem.
   II. Findings.
   III. Conclusions.

   Bibliography.
   Appendices.

8. (a) Literature analysis.
   (b) Minnesota Teacher Attitude Inventory: It was adapted into Turkish and normative data were collected from six teacher training institutions in the vicinity of Ankara.
   (c) "Self-Evaluation Check List for Teachers in Secondary Education" by G. Callaham was adapted into Turkish and normative data were collected.

9. (a) Information about teachers who teach at teacher training institutions (their training, the latest school completed, field of specialization, seniority in years, sex, etc.),
   (b) Attitudes of teachers who teach at teacher training institutions,
   (c) Self-evaluation of teachers who teach at teacher training institutions,
   (d) Relationships between attitudes and self-evaluation of teachers who teach at teacher training institutions have been determined.

10. (a) Two (one researcher and one faculty advisor).
    (b) Graduates of the Faculty of Education working in various provinces have been utilized for field work.

11. (a) November 1971.
    (b) May 1974.

12. Faculty of Education of Ankara University.

Descriptors : Curriculum - Programme d'etudes - Bildungsplan / Teacher education - Formation des enseignants - Lehrerbildung / Teacher attitude - Comportement de l'enseignant - Lehrerverhalten / Teacher behaviour - Comportement de l'enseignant - Lehrerverhalten / Teaching personnel - Corps enseignant - Lehrkoerper.

PROJECT NO. 33

1. Upgrading social science education in Turkey (lycee level).

2. Faculty of Education of Ankara University, Ankara.

3. Doç.Dr. Süleyman Çetin Özoğlu.

4. The research has been completed.

5. ÖZOĞLU, Süleyman Çetin: Liselerde sosyal bilimler öğretimi (Çeşitli değişkenlere göre liselerde sosyal bilimler öğretimi sorunları araştırması), Ankara, Ankara Üniversitesi Eğitim Fakültesi Yayınları No: 38, 1974, xx + 352 p.

6. (a) To determine the factors affecting social science teaching in lycees in Turkey.
   (b) To determine the attitudes of social science teachers, students and administrators about the present and future status of social science teaching in lycees.
   (c) To establish the fundamental principles of social science education in the light of the findings.

7. There are three samples in the project.
   (a) A sample of lycee students, N=7119.
   (b) A sample of lycee social science teachers, N=412.
   (c) A sample of educational administrators, N=214.

   The samples of students and teachers were taken from lycees which were drawn from among Turkish lycees by a stratified random sampling technique.

8. Three questionnaires and one lycee information form were developed and administered:
   (a) A questionnaire for students.
   (b) A questionnaire for teachers.
   (c) A questionnaire for administrators.

9. Attitudes of students, social science teachers and education administrators toward social science teaching have been studied and evaluated. Factors affecting social science teaching in lycees, functions of social science education, curriculum and content in social science, teaching methods, text-books and related materials in social science, evaluation of student progress in social science have been considered.

10. (a) One.
    (b) Six for administering questionnaires, two for coding and clerical work.

11. (a) October 1971.
    (b) March 1973.

12. (Turkish) Social Science Association.

Descriptors : Pupil - Eleve - Schueler / Upper secondary - Secondaire deuxieme cycle - Oberstufe / Social sciences - Sciences sociales - Sozialwissenschaften / Teaching - Enseignement - Unterricht / Administrator - Administrateur - Verwalter / Teacher - Enseignant - Lehrer

PROJECT NO. 34

1. The effect of visual impairment upon verbal communication skills.

2. Faculty of Education of Ankara University, Ankara.

3. Dr. Yahya Özsoy.

4. The research has been completed.

5. ÖZSOY, Yahya : Görme özürünün konuşma özürüne etkisi. Doktora tezi, Ankara, Ankara Üniversitesi Eğitim Fakültesi, 1974, 5 + vii + 143 p.

6. To determine whether visual impairment affects development of communication skills.

7. (a) Subjects : 380 blind subjects between the ages of 6 to 18 from Ankara, Gaziantep, İstanbul and İzmir schools for the blind were matched with a control group of 380 sighted pupils. (b) Disorders : Verbal communication skills were classified into two groups. Disorders of articulation, voice, rhythm, cleft lip and cleft palate were classified under "Group A". Disorders of posture, gesture and mimicry were classified under "Group B".

8. Screening devices for speech defects and evaluation of physical expression (posture, gesture and mimicry) through group discussion by trained observers.

9. Major findings were as follows :
   (a) With the exception of organic disorders, both the disorders of "Group A" and "Group B" were found among the visually impaired subjects. 22 % of the subjects showed disorders of "Group A", and 46 % showed disorders of "Group B".
   (b) There were no significant differences in the frequency of speech defects of "Group A", between the visually impaired and the sighted subjects. There were significant differences in the disorders of "Group B".
   (c) With increase of age, frequency of defects decreases.
   (d) There were more defective male subjects than female.
   (e) There were no significant differences related to the "age of loss of sight" in the disorders of "Group A"; however differences were significant in the disorders of "Group B".
   (f) More "Group A" defectives were found among the partially-sighted subjects than among the blind. The differences were significant.
   There were no significant differences in the disorders of "Group B" between the blind and the partially-sighted.

(g) No difference was found between the "causes of visual impairment" and the "speech defects".

10. (a) One.
    (b) None.

11. (a) February 1972.
    (b) December 1974.

12. Financed personally.

Descriptors : Blind - Aveugle - Blinder / Partially sighted - Handicape visuel - Sehbehinderter / Visually handicapped - Handicape visuel - Sehbehinderter / Special education - Enseignement special - Sonderschulwesen / Vision defect - Trouble de la vue - Sehstoerung / Visual handicap - Trouble de la vue - Sehstoerung / Speech defect - Trouble de la parole - Sprechstoerung / Verbal communication - Communication verbale - Verbale Kommunikation.

PROJECT NO. 35

1. Artistic creativity and creativity in the child.

2. Faculty of Education of Ankara University, Ankara.

3. Dr. İnci San.

4. The research has been completed.

5. SAN, İnci : Sanatsal yaratma ve çocukta yaratıcılık (Zihinsel süreç ve yetiler, kişilik ve anlatım tipleri ile eğitim açısından), Doktora tezi, Ankara, Ankara Üniversitesi Eğitim Fakültesi, 1974, xii + 307 p.

6. In educating both children and adults, traditionally more emphasis has been placed on the education of reasoning than on the education of emotions. In order to reach a balanced and harmonised personality, education of the emotions must be considered, and the best way to do this seems to be through artistic processes. Therefore art education becomes a very important part in the whole educational system.

7. Sub-divisions of the research :

   I. Introduction.
   II. Mental processes and abilities in creativity.
   III. Personality types and expression types.
   IV. Creativity in the child.
   Conclusions.
   Bibliography.

8. Literature analysis.

9. When we study the mental abilities and processes during creative activity, we see that effective art education is possible only when mental abilities and processes and emotional processes are given equal weight, or in other words, when there is a real balance between thinking and feeling.

10. (a) One.
    (b) None.

11. (a) June 1971.
    (b) May 1974.

12. Financed personally.

Descriptors : Pre-school education - Education pre-scolaire - Vorschulerziehung / Primary education - Enseignement primaire - Primarbildung / Art education - Education artistique - Kunsterziehung / Artistic creation - Creation artistique - Kuenstlerisches Schaffen / Individual characteristics - Caracteristique individuelle - Persoenlichkeitsmerkmal / Creativity - Creativite - Kreativitaet.

PROJECT NO. 36

1. High level manpower trained abroad.

2. Faculty of Education of Ankara University, Ankara.

3. Prof.Dr. Şefik Uysal.

4. The research has been compeleted.

5. UYSAL, Şefik : Yurt dışında yetişen ihtisas gücü (1416 sayılı kanunun resmî öğrencilerle ilgili uygulamasına ait bir araştırma). Ankara, Türkiye Bilimsel ve Teknik Araştırma Kurumu, Bilim Adamı Yetiştirme Grubu, 1974, xv + 191 + 20 p.

6. (a) To determine the number and characteristics of those who have been trained abroad since 1929.
   (b) To determine the educational problems of the people who had such education.
   (c) The employment opportunities and employment problems of high level manpower trained abroad.
   (d) To determine the attitudes of related people toward training abroad.

7. (a) One sample (N=262) was drawn from the group (N=1837) who already had their education abroad.
   (b) Another sample (N=278) was drawn from the group (N=1395) who are still having their education abroad.

8. Two questionnaires were developed and mailed.
   (a) A questionnaire for those who had completed their education.
   (b) A questionnaire for those who were students at the time of the research. Also, an interview technique was employed with selected respondents.

9. (a) 3232 students have been awarded scholarships for education abroad since 1929.
   (b) No carefully prepared long-term plan has been made for the employment of these graduates.
   (c) Students, while they are being educated abroad, seem to have serious problems.

10. (a) One.
    (b) Four persons collecting data from documents; two for clerical work and coding.

11. (a) September 1971.
    (b) April 1973.

12. Scientific and Technical Research Council of Turkey.

Descriptors : Student - Edutiant - Student / Study abroad - Etudes a l'etranger - Auslandsstudium / Manpower - Main d'oeuvre - Arbeitskraefte / Employment - Emploi - Beschaeftigung.

PROJECT NO. **37**

1. Upgrading social science education in Turkey (Undergraduate level).

2. Faculty of Education of Ankara University, Ankara.

3. Prof.Dr. Şefik Uysal.

4. The research has been completed.

5. UYSAL, Şefik: Sosyal bilimler öğretimi (Üniversite lisans seviyesine ilişkin sorunlar). Ankara, Ankara Üniversitesi Eğitim Fakültesi yayınları No: 37, 1974, xv + 217 p.

6. (a) To determine the factors affecting social science education in universities.
   (b) To determine the attitudes of those concerned with science education about the present and future status of social science education in Turkey.
   (c) To study present employment problems of social science graduates.
   (d) To establish fundamental principles of social science education in the light of research findings.

7. There are two samples in the project:
   (a) A sample of social science students, N = 2813.
   (b) A sample of staff members, N = 539.
   Both samples were drawn by a stratified random sampling technique.

8. Two questionnaires were developed and distributed:
   (a) A questionnaire for students.
   (b) A questionnaire for staff members.
   In addition, an interview technique was employed with those who are designated as employers.

9. (a) Staff members as well as students attach higher values to functional outcomes of social science education at undergraduate level
   (b) Social science teaching should include new findings in the respective area, should consider societal needs, should provide practicum and should motivate students to learn more.

10. (a) One.
    (b) Six for administering questionnaires, two for coding and clerical work.

11. (a) October 1971.
    (b) June 1973.

12. (Turkish) Social Science Association.

Descriptors : Student - Etudiant - Student / University - Universite - Hochschule / Social sciences - Sciences sociales - Sozialwissenschaften / Teaching - Enseignement - Unterricht / Teaching personnel - Corps enseignant - Lehrkoerper.

PROJECT NO. 38

1. Reform pedagogy of İ. H. Baltacıoğlu.

2. Chair of Pedagogy, Faculty of Languages, History and Geography of Ankara University, Ankara.

3. Prof.Dr. Kemal Aytaç.

4. This research has been completed.

5. Findings will be published by the Faculty of Languages, History and Geography of Ankara University.

6. To put forward the educational system of İ.H. Baltacıoğlu who is the foremost representative of the contemporary Turkish reform pedagogy.

7. The research has five sections.

8. Literature analysis.

9. İ.H. Baltacıoğlu recommends that for modern Turkey new men should be trained according to the principles of production pedagogy.

10. (a) One.
    (b) None.

11. (a) March 1974.
    (b) September 1974.

12. Faculty of Languages, History and Geography of Ankara University.

Descriptors : Educational system - Systeme d'enseignement - Bildungswesen / System of education - Systeme d'enseignement - Bildungswesen / Reform - Reforme - Reform / Educational sciences - Sciences de l'education - Erziehungswissenschaft / Pedagogy - Sciences de l'education - Erziehungswissenschaft / Sciences of Education - Sciences de l'education - Erziehungswissenschaft.

PROJECT NO. 39

1. A psycho-social study of the students of the Faculty of Languages, History and Geography of Ankara University.

2. Chair of Psychology, Faculty of Languages, History and Geography of Ankara University, Ankara.

3. Prof. Dr. Fatma Başaran.

4. The research has been completed.

5. BAŞARAN, Fatma : Dil ve Tarih-Coğrafya Fakültesi öğrencileri üzerinde psiko-sosyal bir araştırma. Cumhuriyetin 50. Yıldönümünü Anma Kitabı, Ankara, Ankara Üniversitesi Dil ve Tarih-Coğrafya Fakültesi Yayın No. 239, 1974, pp. 593-611.

   BAŞARAN, Fatma : A psycho-social study on the students of the Faculty of Letters. Ankara Üniversitesi Yıllığı : Annales de L'Universite d'Ankara, Ankara, Ankara Üniversitesi Yayınları : Publication de L'Universite d'Ankara, Tome xiii, 1974 : pp. 111-129

6. To study economic and socio-cultural conditions and psychological characteristics of the students of the Faculty of Languages, History and Geography of Ankara University.

7. The sample included, in total, 406 female and male students (first-year students, 180; second-year students, 86; third-year and fourth-year students, 140).

8. Questionnaire.

9. Students have economic problems. The majority of the students come from cities. "Personal problems" rank first among the problems which are of primary importance for the students. They need a counselling service. The number of female students is less than the number of male students at the Faculty of Languages, History and Geography. Approximately 70 % of the students are not hopeful about finding jobs in their field of specialization after graduation from the Faculty.

10. (a) One.
    (b) Five.

11. (a) December 1971.
    (b) September 1972.

12. Faculty of Languages, History and Geography of Ankara University.

Descriptors : Student - Etudiant - Student / University - Universite - Hochschule / Socio-cultural activites - Activites socio-culturelles - Soziokulturelle Aktivitaeten / Psychological characteristics - Caracteristique psychologique - Psychische Merkmale / Economic conditions - Conditions economiques - Wirtschaftsbedingungen.

PROJECT NO. 40

1. Psycho-social development : A research on 7 to 11 year-old pupils in the city of Ankara.

2. Chair of Psychology, Faculty of Languages, History and Geography of Ankara University, Ankara.

3. Prof. Dr. Fatma Başaran.

4. The research has been completed.

5. BAŞARAN, Fatma : Psiko-sosyal gelişim (7-11 yaş çocukları üzerinde yapılan bir araştırma). Ankara, Ankara Üniversitesi Dil ve Tarih-Coğrafya Fakültesi Yayınları No. 254, 1974, 219 p.

6. The first aim was to determine the effects of sex differences upon the psycho-social development of 7 to 11 year-old children. Other aims are : (1) To adapt a psycho-social development scale (The Vineland Social Maturity Scale) into Turkish and to administer it to Turkish children. (2) To prepare the norms of this scale based upon the research data, (3) To investigate the relationship of intelligence and psycho-social development based on new data.

7. A total sample of 150 children (15 girls and 15 boys from each of five grade levels of primary schools) was used. All subjects came from middle class backgrounds and their mothers were graduated from secondary schools.

8. Interviews.

9. There are important differences in various types of behaviour between female and male pupils. Norms have been prepared for middle class children to whom the "Vineland Social Maturity Scale" have been administered.

10. (a) One.
    (b) Five seniors, who were preparing licence theses, took part in the study as interviewers.

11. (a) November 1971.
    (b) June 1973.

12. Faculty of Languages, History and Geography of Ankara University.

Descriptors : Pupil - Eleve - Schueler / Primary school - Ecole primaire - Primarschule / Role - Role - Rolle / Sex difference - Difference de sexe - Geschlechtsunterschied / Social development - Developpement social - Sozialentwicklung.

PROJECT NO. 41

1. Education and teaching at the Turkish medrese (until 1453).

2. Chair of Pedagogy, Faculty of Languages, History and Geography of Ankara University, Ankara.

3. Mustafa Ergün (Assistant at the Chair of Pedagogy).

4. The research has been partially completed.

5. Findings will be published by the Faculty of Languages, History and Geography of Ankara University.

6. The educational system of the medrese, its influence on the birth of universities in Europe, and the historical background of contemporary university reforms.

7. The Turkish medrese from its birth until the year 1453, position of education in the Islamic world, the medrese (its birth and development), the medrese as a higher education system.

8. Literature analysis, contemporary historical research, archival studies.

9. The medrese had a democratic educational system. It has contributed to the birth of universities in Europe.

10. (a) One.
    (b) None.

11. (a) June 1973.
    (b) June 1975.

12. Faculty of Languages, History and Geography of Ankara University.

Descriptors : Educational system - Systeme d'enseignement - Bildungswesen / System of education - Systeme d'enseignement - Bildungswesen / Higher education - Enseignement superieur - Hochschulbildung / Teaching - Enseignement- Unterricht / Education - Education - Bildung / Educational history - Histoire de l'education - Bildungsgeschichte / History of education - Histoire de l'education - Bildungsgeschichte.

MEDRESE = Moslem theological school; high school; faculty of a university.

PROJECT NO. 42

1. Development of graphic activity in pre-school children.

2. Chair of Psychology, Faculty of Languages, History and Geography of Ankara University, Ankara.

3. Doç.Dr. Neriman Samurçay.

4. The research has been completed.

5. Findings are being published by the Faculty of Languages, History and Geography of Ankara University.

6. Starting from the relationship between visual and kinesthetic aspects of the act which makes up the graphic activity of the child, the purpose of this research was to investigate the actual conditions which constitute the basis for teaching written language, and to contribute to the knowledge of the development of graphic skills in pre-school children, an area in developmental psychology that has been little studied.

7. The sample included 182 children 3 to 6 years old as the experimental group, and 158 children 3 to 6 years old, and 134 children 9 to 11 years old as control groups. All children came from the city of Ankara. The research has a theoretical and an experimental part.

8. A psychological test developed by the researcher to measure non-verbal factors of graphic activity has been administered to the subjects.

9. The research has revealed some characteristics of controlled movements which play a role in graphic activity. At the beginning the form and trajectory (trajet) are not connected with each other. One of the two factors related to copying form is the hierarchy of segments which constitute the form, and the other factor is the coordination of these segments in time.

10. (a) One.
    (b) None.

11. (a) August 1971.
    (b) February 1972.

12. Faculty of Languages, History and Geography of Ankara University.

Descriptors : Pre-school child - Enfant d'age pre-scolaire - Vorschulkind / Graphic arts - Arts graphiques - Graphik / Developmental psychology - Psychologie du developpement - Entwicklungspsychologie / Child development - Developpement de l'enfant - Kindesentwicklung.

PROJECT NO. 43

1. Creativity in 4 to 12 year-old children : A genetic research on creativity.

2. Chair of Psychology, Faculty of Languages, History and Geography of Ankara University, Ankara.

3. Doç. Dr. Neriman Samurçay.

4. The research is in progress.

5. Findings will be published in the "ARAŞTIRMA : Dil ve Tarih-Coğrafya Fakültesi Felsefe Araştırmaları Enstitüsü Dergisi".

6. Starting from the point that the society we live in needs increasingly more creative abilities, this research attempts to determine the genetic aspects of this ability, and if possible, how to be helpful to the child educationally at the age when creativity first appers.

7. The sample includes children aged 4 to 12, fifteen girls and fifteen boys from each age level, a total of 270 children.

8. Psychological tests : (a) Binet-Terman, (b) Rorschach, (c) Carpet Test (developed by the researcher).

9. No findings at this stage.

10. (a) One.
    (b) Eight.

11. (a) November 1973.
    (b) November 1977.

12. The Faculty of Languages, History and Geography of Ankara University.

Descriptors : Pre-school child - Enfant d'age pre-scolaire - Vorschulkind / Pupil - Eleve - Schueler / Primary school - Ecole primaire - Primarschule / Creativity - Creativite - Kreativitaet / Genetics - Genetique - Genetik.

PROJECT NO. 44

1. Adaptation and trial of the Berkeley physics course in order to improve physics teaching at the university level.

2. Faculty of Science of Ankara University, Ankara.

3. Prof.Dr. Rauf Nasuhoğlu.

4. The research has been completed.

5. From the adapted materials, the "Berkeley Physics Laboratory course" (3 volumes) has been published by Hacettepe University, and "Electricity and Magnetism" has been published by Karadeniz Technical University. The final report of the research will be published by the Scientific and Technical Research Council of Turkey.

6. The aim of the research is to meet the needs of physics teaching and to strengthen weaknesses in current physics teaching at the university level. Five books and related materials have been adapted.

7. The adapted books and materials have been used for the freshman, sophomore and junior classes at the Department of Physics of the Faculty of Science of Ankara University. These materials have also been used at Hacettepe University and Karadeniz Technical University.

8. Instruction followed the Berkeley physics course.

9. The Berkeley physics course, in spite of more than the normal difficulties, has been successful at the university level in Turkey. The teaching personnel were cooperative in this project. Since the students' previous physics and science courses were quite different from the Berkeley course, the students had to start everything from the beginning. The project was accepted by the students, and even those who encountered great difficulties with it did not oppose it. The teaching personnel of the Department of Physics (of the Faculty of Science of Ankara University) agree that there is a discernable development in the fourth-year and master's-degree physics students.

10. (a) Three professors, three docents and four assistants with doctoral degrees.
    (b) Seven assistants.

11. (a) October 1969.
    (b) January 1975.

12. (a) National budget:
        (i) Faculty of Science of Ankara University.
        (ii) Scientific and Technical Research Council of Turkey.
    (b) The Ford Foundation.

Descriptors : University - Universite - Hochschule / Curriculum - Programme d'etudes - Bildungsplan / Physics - Physique - Physik / Teaching - Enseignement - Unterricht.

PROJECT NO. 45

1. Demographic characteristics and referral problems of 107 successive first admissions to a child psychiatric clinic in Turkey.

2. Hacettepe University, Department of Psychology, Ankara.

3. Shirley Epir.

4. The research has been completed.

5. A report in Turkish on the findings was presented at the 10 th National Congress on Psychiatry and the Neurological Sciences, 16-19 September 1974, Hacettepe University, Ankara. This report will appear in the Proceedings of the Congress.

6. The limited systematic information about children in Turkey suffering from emotional or behavioral disorders is a handicap to effective planning for mental health needs of children within the school system. As an effort to provide some data for a working basis, the investigator collected demographic and referral information on a sample of first admissions to a child psychiatric clinic. The variables selected were age, sex and school placement of the children, description of disorder and an estimate of socio-economic status which for this study was based on parent's educational attainment.

7. Successive first admissions to the Child Psychiatry Clinic, Hacettepe University Hospital, within a six-week period comprised the sample. This came to 107 children, approximately 9.8 % of the first admission population to this clinic for the year 1973.

8. A questionnaire was developed and used. The clinic's staff members and/or the research assistant completed the questionnaire based on information gathered during interviews with parents or guardians of the children.

9. Boys outnumbered girls (62.7 % boys; 37 % girls). The ages ranged from 2 to 17 peaking for both boys and girls between the ages of 8 and 9. Academic placement of the majority of the children (45.5 %) was primary schools, 14 % were placed at higher levels (middle school or lycee) while 4.6 % had dropped out of school. 30 % had never attended school. The educational level attained by both mothers and fathers was higher on the average than the general population of Turkey. Almost 1/3 of the children were refered because of reasons related to intellectual functioning and were found to be mildly or moderately retarded. An additional 14 % were referred because of academic retardation without mental retardation. In summary, the major disorders of roughly half this sample were related directly to functioning in school and constitute school problems.

10. (a) One.
    (b) One student research assistant; four psychiatrists, one psychologist , staff members of the Child Psychiatric Clinic.

11. (a) May 1973.
    (b) October 1973.

12. Hacettepe University and Child Psychiatric Clinic of Hacettepe Hospital.

Descriptors : Pupil - Eleve - Schueler / School child - Eleve - Schueler / Sex - Sexe - Geschlecht / Behaviour disorder - Trouble du comportement - Verhaltensstoerung / Emotional disorder - Trouble affectif - Emotionale Stoerung.

PROJECT NO. **46**

1. Turkish educational system : Vocational and technical education.

2. Hacettepe University, Department of Education, Ankara.

3. Prof. Dr. Selahattin Erturk.

4. The study has been completed.

5. Findings will be published by Hacettepe University.

6. To determine the place of vocational and technical education in the Turkish educational system and to point out some of the probable developments that are likely to take place in the near future.

7. The study is composed of eleven parts. The present educational system, vocational and technical education within this system, and some educationally significant problems related to the economic-cultural development in Turkey have been studied; and some probable trends in educational development have been pointed out.

8. Literature analysis.

9. Developmental trends in vocational and technical education: (1) The determination to develop is becoming increasingly effective as a moving force; (2) not "education for education" but "education for need" is becoming a dominating principle; (3) the effort to improve education in terms of productivity is increasing; and (4) recurrent education is gaining more priority.

10. (a) One.
    (b) Two.

11. (a) April 1974.
    (b) June 1974.

12. Hacettepe University.

Descriptors : Educational system - Systeme d' enseignement - Bildungswesen / System of Education - Systeme d'enseignement - Bildungswesen / Secondary education - Enseignement secondaire - Sekundar-bildung / Recurrent education - Education recurrente - Alternierende Weiterbildung / Vocational education - Enseignement professionnel - Berufsbildung / Technical education - Enseignement technique - Technische Bildung / Productivity - Productivite - Produktivitaet.

PROJECT NO. 47

1. Turkish educational system : Politics, education, development.

2. Hacettepe University, Department of Education, Ankara.

3. Dr. Yahya Kemal Kaya.

4. The research has been completed.

5. KAYA, Yahya Kemal : İnsan yetiştirme düzenimiz : Politika, eğitim, kalkınma. Ankara, Nüve Matbaası, 1974, xi + 432 p.

6. The essential purpose of this study is to explore and analyze the role of education in Turkey's progress and to describe the role of politicians in educational development.

7. Sub-divisions of the research :
(1) Introduction, (2) Development of education in Turkey, (3) Elementary education, (4) Secondary education, (5) Higher education, (6) Political developments and educational activities, (7) Conclusions and prospects for the future. Appendices, Bibliography, Index.

8. Literature analysis.

9. The politicians' partisan approach to the educational system has led to inadequate curricula, faulty methods, and inappropriate educational policies, and is the basic reason for the slow economic, social and political development in Turkish society.

10. (a) One.
(b) None.

11. (a) November 1972.
(b) September 1974.

12. Financed personally.

Descriptors : Educational system - Systeme d'enseignement - Bildungswesen / System of education - Systeme d'enseignement - Bildungswesen / Elementary education - Enseignement primaire - Primarbildung / Primary education - Enseignement primaire - Primarbildung / Secondary education - Enseignement secondaire - Sekundarbildung / Higher education - Enseignement superieur - Hochschulbildung / Education - Education - Bildung / Politics - Politique - Politik.

PROJECT NO. 48

1. Evaluation of the "Educational Psychology" curriculum in the Turkish normal school.

2. Hacettepe University, Faculty of Social and Administrative Sciences, Department of Education, Ankara.

3. Dr. Yadigâr Kılıççı.

4. The research has been completed.

5. KILIÇÇI, Yadigâr : İlköğretmen okulu eğitim psikolojisi programının değerlendirilmesi. Doktora tezi, Ankara, Hacettepe Üniversitesi Mezuniyet Sonrası Eğitimi Fakültesi, 1975, vii + 226 p.

6. To investigate the extent to which the objectives of the "Educational Psychology" curriculum in the normal school have been achieved. An analysis of cognitive objectives and desired teacher behaviour is included.

7. A stratified random sampling technique was used to select 26 teachers of educational psychology and about 850 pupils (i.e. two classes, one fifth class and one sixth class from each of 13 normal schools).
   Sub-division of the research :

   I. Introduction.
   II. Method.
   III. Findings.
   IV. Discussion and interpretation.
   V. Conclusions and recommendations.
   VI. Summary.
   Bibliography.
   Appendices.

8. Tests and questionnaires were administered.
   (a) To fifth-class students, "Normal school educational psychology achievement test I" was administered (pre-test and post-test).
   (b) To sixth-class students, "Normal school educational psychology achievement test II" was administered (pre-test and post-test).
   (c) To both fifth and sixth-class students, " A questionnaire on teacher behaviour related to the normal school educational psychology course" was administered (pre-test and post-test).
   (d) To educational psychology teachers, "A questionnaire to determine identification of the goals of the 'Educational Psychology' curriculum" was administered.

9. (a) The "educational psychology" course in the Turkish normal school is not succeeding in its objectives. Realisation of the objectives has fallen below the lower level of mastery learning.
   (b) There is a greater degree of underachievement at the higher level of cognitive objectives than at the lower level.

(c) There is a positive correlation between "the achievement of cognitive objectives" and "the development of desired teacher behaviour".
(d) The students in boys' normal schools show more underachievement than the students in girls' normal schools. There are more underachievers in the sixth class than in the fifth.

10. (a) One.
(b) Twenty-six educational psychology teachers in normal schools.

11. (a) March 1973.
(b) March 1975.

12. Planning, Research and Coordination Office, and the General Directorate of Teacher Training Schools, both of the Turkish Ministry of National Education; and the researcher herself.

Descriptors : Upper secondary - Secondaire deuxieme cycle - Oberstufe / Curriculum - Programme d' etudes - Bildungsplan / Teacher education - Formation des enseignants - Lehrerbildung / Educational psychology - Psychologie de l'education - Paedagogische Psychologie / Psychology of education - Psychologie de l'education - Paedagogische Psychologie / Evaluation - Evaluation - Evaluation.

PROJECT NO. 49

1. The effect of parental attitudes on the level of self-actualization of the individual.

2. Hacettepe University, Faculty of Social and Administrative Sciences, Department of Education, Ankara.

3. Dr. Yıldız Kuzgun.

4. The research has been completed.

5. KUZGUN, Yıldız : Ana-baba tutumlarının bireyin kendini gerçekleştirme düzeyine etkisi. Hacettepe Sosyal ve Beşeri Bilimler Dergisi, Cilt 5, Sayı 1, 1973, pp : 57-70.

6. The purpose of this study was to investigate the effect of the democratic, indifferent and authoritarian parental attitudes on the level of self-actualization of the individual. It was thought that the findings of this research might have some implications for teacher-student interactions as well as parent-child relationships.

7. The subjects of this study were students taking the course of "Introduction to Psychology" at Hacettepe and Ankara universities, during the fall semester of the 1971-1972 academic year.

8. (a) Parental Attitude Scale, prepared for this study.
   (b) Personal Orientation Inventory by Everett Shostrom to measure the level of self-actualization.

9. The findings of this research indicate that democratic parental attitudes facilitate self-actualization whereas authoritarian attitudes hinder it.

10. (a) One.
    (b) None.

11. (a) September 1971.
    (b) September 1972.

12. Hacettepe University

Descriptors : Student - Etudiant - Student / University - Universite - Hochschule / Self-actualization - Realisation de soi - Selbstverwirklichung / Self-realization - Realisation de soi - Selbstverwirklichung / Parental attitude - Attitude des parents - Elterneinstellung.

PROJECT NO. **50**

1. Drug abuse among youth.

2. Hacettepe University, Faculty of Social and Administrative Sciences, Department of Education, Ankara.

3. Dr. Yıldız Kuzgun.

4. The research has been completed.

5. KUZGUN, Yıldız : İlaç alışkanlığı ile mücadelede eğitimin rolü. İlaç Alışkanlıkları Simpozyumu, 11-12 Mayıs 1973, Ankara, Türkiye Bilimsel ve Teknik Araştırma Kurumu, Tıp Araştırma Grubu, 1974, pp. 119-128.

6. The aim of this study was to determine the rate of tendency of use of habit-forming drugs among youth, to identify the social and psychological factors motivating students to use drugs, and to propose some educational measures to fight against drug abuse.

7. A 10 % random sample of Hacettepe University students was chosen, consisting of a total of 477 students.

8. A questionnaire of seventy items.

9. Research results indicate that drug abuse is a problem of large cities, a result of modernization and urbanization. The subjects tending to use or experience drugs were generally male, raised in large cities, had plentiful spending-money, and were neglected by their parents. Young people experience or use non-medical drugs such as alcohol or hashish due to curiosity and desire to have an unusual experience. But using drugs habitually seems to be correlated more closely with serious personality problems.

10. (a) One.
    (b) None.

11. (a) March 1973.
    (b) May 1973.

12. Scientific and Technical Research Council of Turkey.

Descriptors : Student - Etudiant - Student / University - Universite - Hochschule / Alcohol - Alcool - Alkohol / Drug addiction - Toxicomanie - Drogensucht.

PROJECT NO. 51

1. A Turkish adaptation and standardization of the State-Trait Anxiety Inventory (STAI).

2. Hacettepe University, Department of Psychology, Ankara.
Middle East Technical University, Department of Social Sciences, Ankara.

3. Necla Öner, Hacettepe University, Department of Psychology, Ankara.
Ayhan LeCompte, Middle East Technical University, Department of Social Sciences, Ankara.

4. The research is partially completed at present.

5. Findings will be submitted for publication in the Hacettepe Bulletin of Social Sciences and Humanities .

6. At present, no adequately standardized test designed to measure anxiety exists in Turkey. Hence, the initial aim of the research is to offer such standardization, as well as evidence for reliability and validity, for the Turkish version of the STAI.

7. Three samples are involved in the initial phase of the research : (a) 113 bilingual students from the American high school for girls in Izmir, (b) 83 bilingual students from the American high school for boys at Tarsus, (c) 97 monolingual students from universities in Ankara. The research design involves counter-balanced administration of English and Turkish items to groups (a) and (b), and Turkish version to group (c).

8. Methods employed consist of translation; comparison of items; administration of the pencil-and-paper test and the self-rating anxiety inventory to bilingual and monolingual students in counter-balanced design, calculation of reliability coefficients and comparison of results among groups. Finally, the computation of norms for use by counselors at the American school at Tarsus and in Izmir.

9. Partially complete analyses of the data indicate that the Turkish version of the STAI is highly reliable and statistically similar to the English version in terms of the means and the variances. Thus, anxiety seems to be similarly distributed in English speaking and in Turkish speaking student populations.

10. (a) Two.
(b) Eight.

11. (a) April 1973.
(b) June 1975.

12. University budget.

Descriptors : Personality assessment - Diagnostic de personnalite - Persoenlichkeitsdiagnose / Personality test - Test de personnalite - Persoenlichkeitstest / Personality - Personnalite - Persoenlichkeit / Anxiety - Angoisse - Aengstlichkeit.

PROJECT NO. 52

1. Non-intellectual factors affecting academic success of university students.

2. Hacettepe University, Faculty of Social and Administrative Sciences, Department of Psychological Counselling and Guidance, Ankara.

3. Doç.Dr. İbrahim Ethem Özgüven.

4. The research has been completed.

5. ÖZGÜVEN, İbrahim Ethem : Üniversite öğrencilerinin akademik başarılarını etkileyen zihinsel olmayan faktörler : Bir araştırma. Ankara, Hacettepe Üniversitesi Basımevi, 1974, viii + 132 p.

6. To determine non-intellectual factors affecting academic success of university students.

7. The sample included 443 second year students, who studied at eleven different Departments or Faculties of Hacettepe University, and who attended Hacettepe University Basic Sciences Higher School in the 1969-1970 academic year. Sub-divisions of the research : (1) Problem, (2) Related research on non-intellectual factors affecting academic success of university students inside and outside of Turkey, (3) Method of research, (4) Factors related to families of students, (6) Factors related to lycees from which students were graduated, (7) Factors related to personality, skills and preferences of students, (8) Factors related to motivation of students, (9) Factors connected with human relations and qualities of the university; (10) Description of students in terms of non-intellectual factors, (11) Summary and conclusion.

8. Questionnaire, statistical analysis.

9. Measures of intellectual factors contribute a very small part to the total variance in academic success of university students. Academic success of students at the university level has been influenced considerably by non-intellectual factors such as environmental conditions, individual and personal characteristics of students, human relations, etc. Out of 46 non-intellectual factors used in this study, 21 were found to be related to academic success of university students.

10. (a) One.
    (b) None.

11. (a) November 1969.
    (B) January 1974.

12. Hacettepe University and the researcher himself.

Descriptors : Student - Etudiant - Student / University - Universite - Hochschule / Environment - Environnement - Umwelt / Success - Reussite - Erfolg / Evaluation - Evaluation - Evaluation / Individual characteristics - Caracteristique individuelle - Persoenlichkeitsmerkmal / Personality traits - Caracteristique individuelle - Persoenlichkeitsmerkmal / School environment - Milieu scolaire - Schulmilieu / Social environment - Milieu social - Sozialmilieu.

PROJECT NO. 53

1. The university entrance issue from the point of view of educational and socio-economic factors.

2. Hacettepe University, Faculty of Social and Administrative Sciences, Department of Psychological Counselling and Guidance, Ankara.

3. Doç. Dr. İbrahim Ethem Özgüven.

4. The research has been completed.

5. ÖZGÜVEN, İbrahim Ethem : Eğitsel ve sosyo-ekonomik faktörler açısından üniversiteye giriş sorunu. Doçentlik tezi, Ankara, Hacettepe Üniversitesi, Sosyal ve İdari Bilimler Fakültesi, Psikolojik Danışma ve Rehberlik Bilim Dalı, 1974, vi + 371 p.

6. To study the effects of educational, cultural and socio-economic factors on the science, social science and foreign language weighted scores of the students participating in the university entrance examination.

7. The total number of candidates in all of Turkey that took the university entrance examination in the year 1972 is 108,400. The research deals with three sub-groups of the above total, each comprised of the candidates who achieved at least the minimum score (or higher) required for entrance into a faculty or department of one university or another :

   (a) The 17,292 candidates who succeeded in the science test,
   (b) The 18,618 candidates who succeeded in the social science test,
   (c) The 9,743 candidates who succeeded in the foreign language test (English,French or German).

   Sub-division of the research :

   I. Introduction.
   II. The university entrance issue in the light of previous research.
   III. Entrance into institutions of higher learning.
   IV. Method.
   V. Effect of certain personal variables upon the university entrance test scores.
   VI. Effect on the university entrance test scores of certain variables related to the lycees from which the candidates graduated.
   VII. Effect on the university entrance test scores of certain variables related to the provinces in which the lycees from which the candidates graduated are found.
   VIII. Conclusions and recommendations.
   IX. Summary.
   Bibliography.
   Appendices.

8. Statistical analysis.

9. It has been found that each of the 27 variables considered in the research has affected the science, social science and foreign language scores of the candidates participating in the university entrance examination positively or negatively in differing degrees. It has become clear that the university entrance examination does not distribute the limited opportunities for higher education in a manner conforming to the equality principle specified in the Turkish Constitution, that some groups are in an advantageous position in the university entrance examination, that there are unsatisfactory aspects of the existing university entrance examination system, and that the problems of the issue are multifaceted.

10. (a) One.
    (b) None.

11. (a) January 1973.
    (b) September 1974.

12. Hacettepe University, and the researcher himself.

Descriptors : Student - Etudiant - Student / University - Universite - Hochschule / Test - Test - Test / Admission - Admission - Aufnahme / Selection - Selection - Auslese / Entrance examination - Examen d'entree - Aufnahmepruefung / Socio-economic status - Status socio-economique - Sozioоekonomischer Status.

PROJECT NO. 54

1. Effectiveness of a course in educational sociology given at Hacettepe University.

2. Hacettepe University, Department of Education, Ankara.

3. Dr. Zeki Peser.

4. The research has been completed.

5. PESER, Zeki : Hacettepe Üniversitesinde okutulmakta olan eğitim sosyolojisi kursunun etkililik derecesi. Doktora tezi, Ankara, Hacettepe Üniversitesi Mezuniyet Sonrası Eğitimi Fakültesi, Eğitim Bilim Dalı, 1974, vi + 139 p.

6. The essential purpose of this study was to evaluate the curriculum of the course in educational sociology given at Hacettepe University.

7. The data were collected from 132 students who attended the course.

   Subdivisions of the research:

   I. Introduction.
   II. Method.
   III. Findings.
   IV. Discussion and interpretation.
   V. Conclusions and recommendations.
   VI. Summary.

   Bibliography.
   Appendices.

8. Pre-test and post-test.

9. The curriculum of the course was effective.

10. (a) One.
    (b) None.

11. (a) October 1972.
    (b) June 1974.

12. Financed personally.

Descriptors : Student - Etudiant - Student / University - Universite - Hochschule / Curriculum - Programme d'etudes - Bildungsplan / Evaluation - Evaluation - Evaluation / Educational sociology - Sociologie de l'education - Bildungssoziologie / Sociology of education - Sociologie de l'education - Bildungssoziologie.

PROJECT NO. 55

1. Test-retest reliability of the Rorschach test.

2. Middle East Technical University, Department of Education, Ankara.

3. Dr. Adnan Erginel.

4. The research is in progress.

5. Not decided.

6. To determine the test-retest reliability of the Rorschach test.

7. Thirty male and thirty female students from Middle East Technical University.

8. The Rorschach test was given three times to each subject; the changes in their responses have been observed.

9. No conclusions reached yet.

10. (a) One.
    (b) None.

11. (a) January 1973.
    (b) March 1976.

12. Financed personally.

Descriptors : Student - Etudiant - Student / University - Universite - Hochschule / Personality test - Test de personnalite - Persoenlichkeitstest / Reliability - Fidelite - Reliabilitaet.

PROJECT NO. **56**

1. A case study on factors determining job attainment and the effect of university education on job performance of Turkish university graduates in the areas of physics, chemistry and chemical engineering.

2. Middle East Technical University, Department of Education, Ankara.

3. Assoc. Prof.Dr. A. Kemal Özinönü.

4. In Progress

5. Findings will probably be published in the periodical Minerva.

6. The study has a two-fold aim: (1) Pragmatically to explore employment conditions of university graduates; (2) Theoretically to match qualities or, more especially, the cognitive behaviours acquired at the university with those required by the job to be performed.

7. A case study methodology which involves the administration of a questionnaire, a cognitive power test, and an institution inventory.

8. As above.

9. Too tentative to mention yet.

10. (a) One.
    (b) Three research assistants and one secretary (part-time).

11. (a) May 1973.
    (b) June 1975.

12. The Ford Foundation.

Descriptors : Student - Etudiant - Student / University - Universite - Hochschule / Chemistry - Chimie - Chemie / Physics - Physique - Physik / Engineering - Ingenierie - Ingenieurwesen / Cognitive development - Developpement cognitif - Kognitive Entwicklung / Manpower - Main d'oeuvre - Arbeitskraefte / Job classification - Classification des emplois - Berufsklassifizierung / Job description - Description d'emploi - Arbeitsbeschreibung / Employment - Empioi - Beschaeftigung / Aims of education - Finalite de l'education - Erziehungsziel / Objectives of education - Finalite de l'education - Erziehungsziel / Validity - Validite - Validitaet.

PROJECT NO. **57**

1. A follow-up study on Science Lycee graduates.
2. Middle East Technical University, Department of Education, Ankara.
3. Assoc. Prof.Dr. A.Kemal Özinönü.
4. Partially completed.
5. Not decided yet.
6. To test the validity of new science curricula practiced at the Science Lycee during the last decade, by means of the university achievement of its graduates.
7. Based on a population composed of the graduates in the period between 1967-1972, a total of 554 graduates.
8. Interviews, students' academic records, and a questionnaire.
9. Results are yet tentative at this stage.
10. (a) One.
    (b) Four research assistants.
11. (a) June 1973.
    (b) June 1975.
12.

Descriptors : Graduate - Etudiant diplome - Graduierter / Upper secondary - Secondaire deuxieme cycle - Oberstufe / Curriculum - Programme d'etudes - Bildungsplan / Science education - Education scientifique - Naturwissenschaftliche Bildung / Manpower - Main d'oeuvre - Arbeitskraefte / Validity Validite - Validitaet.

PROJECT NO. **58**

1. Guidance and psychological counselling activities in Turkey: Development and problems.

2. Middle East Technical University, Department of Social Sciences, Ankara.

3. Prof. Dr. Hasan Tan.

4. The research has been completed.

5. TAN, Hasan : Ülkemizde rehberlik ve psikolojik danışma çalışmalarında gelişmeler ve sorunları. İstanbul Üniversitesi Tecrübî Psikoloji Çalışmaları (İstanbul Studies in Experimental Psychology, University of İstanbul), Volume 11, 1974, pp. 33-48.

6. To investigate the historical background of guidance and counselling activities in Turkey, their development and the problems therein.

7. (a) Preparatory years : The appearance and development of the concepts of guidance and psychological counselling in the Turkish educational system, (b) the situation today, (c) issues and problems, (d) recommendations.

8. Literature analysis.

9. The following points have been discussed: What is to be done by universities and other institutions of higher education, what is to be done by the Ministry of National Education, what is to be done by schools which already have guidance facilities.

10. (a) One.
    (b) None.

11. (a) January 1972.
    (b) May 1973.

12. Financed personally.

Descriptors : Concept - Concept - Begriff / Counselling - Orientation - Beratung / Guidance - Orientation - Beratung.

PROJECT NO. **59**

1. Main problems adolescents have with their parents.

2. Middle East Technical University, Department of Social Sciences, Ankara.

3. Prof. Dr. Hasan Tan.

4. The research has been completed.

5. A report in Turkish on the findings was presented at the 10 th National Congress on Psychiatry and the Neurological Sciences, 16-19 September 1974, Hacettepe University, Ankara. This report will appear in the Proceedings of the Congress.

6. To determine the main problems adolescents have with their parents.

7. About 200 students from the 6th to 10th grades have been included in the sample. Analyses have been made using the following variables: Age, grade level, sex, being the "first, middle or last child", being an only child, or being from a large family.

8. Questionnaire.

9. Adolescents try to gain independence. They have more problems with their mothers.

10. (a) One.
    (b) None.

11. (a) November 1970.
    (b) May 1974.

12. Financed personally.

Descriptors : Adolescent - Adolescent - Jugendlicher / Pupil - Eleve - Schueler / Parent-pupil relation - Relation parents-eleve / Eltern-Schueler Beziehung / Only child - Enfant unique - Einzelkind.

PROJECT NO. 60

1. Ecology of attitudes in adolescents in a rural part of Turkey.

2. Istanbul University, Faculty of Letters, Institute of Pedagogy, Istanbul.

3. Prof.Dr. Refia Uğurel-Şemin.

4. The research has been completed.

5. UĞUREL-ŞEMİN, Refia : Ecology of attitudes in adolescents in a rural part of Turkey. Contributions to Human Development, Vol. 1, 1974, Karger, Basel, pp. 49-66.

6. The formation of segregational attitudes by adolescents in a rural part of Turkey.

7. 689 subjects, aged 5 to 14 years.

8. Socio-metric and clinical methods, and interviews.

9. The most important factor in the development of segregational attitudes is social pressure, which affects girls more than boys. For both boys and girls the number of responses related to social pressure increases with age. This increase is at the expense of responses about play and work situations, availability of friends, etc. There is a drop in the number of responses for the oldest group. The social pressure is revealed in the socio-centric ideas concerning boy-girl relationships. The social pressure which controls the conduct of children exerts its influence through interactions between the children and adults.

10. (a) One.
    (b) Two in the first part, seven in the second part.

11. (a) First part of the research in 1955, second part in 1968.
    (b) 1972.

12. Istanbul University, Faculty of letters, Institute of Pedagogy.

Descriptors : Adolescent - Adolescent - Jugendlicher / Ecology - Ecologie - Oekologie / Interaction - Interaction - Interaktion / Attitude - Attitude - Einstellung / Sex - Sexe - Geschlecht / Segregation - Segregation - Segregation.

PROJECT NO. **61**

1. Underachievement and culturally deprived and disadvantaged children.

2. Istanbul University, Faculty of Letters, Institute of Pedagogy, Istanbul.

3. Prof.Dr. Refia Uğurel-Şemin.

4. The research has been completed.

5. Findings will be published by the Faculty of Letters of İstanbul University.

6. Factors determining underachievement in school.

7. 2,300 children from primary schools.
   Conditions in which underachievement is observed:
   - I. Socio-economic and cultural conditions in the family.
   - II. School.
   - III. Socio-psychological conditions:
     - A. Family conditions.
     - B. Degree of social adjustment.
   - IV. Intellectual level.
     1. Factors accompanying a low level of IQ.
     2. Language development.
   - V. Physiological aspects.
   - VI. What can be done for culturally deprived children?
   - VII. Culturally deprived children come to school without adequate preparation to follow lessons.
   - VIII. How did the problem of culturally deprived children come to our attention?
   - IX. Measures for preventing underachievement and some recommendations on this matter.
   - X. Conclusions.

8. Observation, test, questionnaire, clinical and socio-metric methods.

9. There is a decrease in underachievement from the first grade to the fifth. The percentages of underachievers are : 45 % in the first grade, 22 % in the second grade, and 15 % in the third and fourth grades. Most of the underachievers are culturally deprived : 64 % of their mothers and 36 % of their fathers are illiterate. 46.7 % of the parents make pedagogical mistakes. 73 % of the subjects belong to poor families. 74 % of the fathers are laborers. 85.3 % of the families live in inadequate home conditions: Most of them are three, five and six-person families living in one or two rooms. 26 % of the families have one room. The average number of persons living in a single room is 5.52. Generally 16.54 % of the families have no electricity, 39.81 % have no running water, and 41.09 % have no radio. 18.95 % of these primary school children work outside of the home.

Most of these children are unhappy: 55.92 % of them have no friends at school, 30.74 % of them have only one friend. It is clear that neither the family, because of socio-cultural and economic inadequacies, nor the educational institutions can bring about success for these children who come to school under such conditions. On this point the following solutions can be considered: Laying emphasis on pre-school education; making changes in primary school programs to fill in the gaps in the education of these children; giving importance to adult education and continuing research in this field.

10. (a) One.
    (b) Twenty-three advanced pedagogy students specially trained for this research project.

11. (a) 1965-1967 (Observation and experimental period).
    (b) 1973.

12. Institute of Pedagogy of the Faculty of Letters of Istanbul University, and "The American Research Institute in Turkey."

Descriptors : Pupil - Eleve - Schueler / Culturally disadvantaged - Handicape social - Sozial Benachteiligter / Socially handicapped - Handicape social - Sozial Benachteiligter / Primary school - Ecole primaire - Primarschule / Failure - Echec - Misserfolg / Social adjustment - Adaptation sociale - Soziale Anpassung / Socio-economic status - Status socio-economique - Sozioökonomischer Status.

PROJECT NO. 62

1. Factors determining the achievement of economically disadvantaged pupils.

2. Istanbul University, Faculty of Letters, Institute of Pedagogy, İstanbul.

3. Prof.Dr. Refia Uğurel-Şemin.

4. The experimental part is completed.

5.

6. In previous research it was found that the main factors related to underachievement in school are poverty and lack of culture in the family. Taking subjects from the same environment, the attempt of the present study is to describe the characteristics of those children who are successful. This will help towards a better understanding of psycho-pedagogical situations which lead to success in school.

7. 600 subjects from primary schools (grades 2 to 5), middle schools and lycees, 30 girls and 30 boys from each grade.

8. Observation, test, questionnaire, clinical and socio-metric methods.

9.

10. (a) One.
    (b) Twenty-one.

11. (a)
    (b)

12. Istanbul University, Faculty of Letters, Institute of Pedagogy.

Descriptors : Pupil - Eleve - Schueler / Poor - Pauvre - Armer / Primary school - Ecole primaire - Primarschule / Lower secondary - Secondaire premier cycle - Mittelstufe / Upper secondary - Secondaire deuxieme cycle - Oberstufe / Achievement - Rendement - Leistung.

A. QUESTIONNAIRE

Country .....
Date .....

1. Title of the research (1):

2. Name and address of the organisation/institute in the framework of which the research has been (is being) carried out:

3. Name(s) of the principal researcher(s) (to whom any enquiries may be addressed):

4. Please indicate whether the research is at present completed, partially completed or in progress.

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(1) Research to be included in the survey:

(1) The surveys should be limited to research (whether carried out at universities or by organisations outside the universities) that is considered likely to be of actual or potential significance for the development of educational organisation and practice (in a broad sense, including research on curriculum, examinations, guidance, educational methods, administration of the educational system, etc. at the pre-school, primary, secondary and post-secondary levels) and is, at the same time, of more than local interest.

(2) As a rule only that research should be reported which is carried out by qualified researchers and which has an appropriate scale as to population sample, time schedule, financial support, etc.

(3) If an item is concerned exclusively with technical development (e.g. of teaching aids) but does not involve research (e.g. planned system of evaluation), it should not be included in the surveys.

(4) Doctoral theses should normally not be reported unless they are covered by (1) and (2) above.

5. Bibliographic references, if any:

FAMILY NAME OF AUTHOR, First name or author: Title of publication. Place of publication, publisher, date of publication, number of pages.

e.g. SMITH, John: Short- and long-term effects of structural programmes in pre-school education. London, New University Press, 1972, 333 p.

FAMILY NAME OF AUTHOR, First name of author: Title of article. Title of journal, details concerning the journal (volume and issue, date of publication): First and last pages of the article.

e.g. SMITH, John: Intelligence and socio-economic status. Educational Research Tribune, Vol. 2, No. 2, 1972: pp. 3-17.

In the case of research in progress, please indicate, if possible, where it is envisaged that the findings will be published.

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6. Background and aim(s) of the research (hypotheses, if applicable):

7. Size and composition of sample and sub-divisions of the research, if applicable:

8. Methods: (e.g. interviews, questionnaires, literature analysis, etc.)

9. What are the main findings of the research (so far completed) and what implications may they have:

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10. Number of workers engaged in the research, including those named in item 3:

(a) researchers:

(b) others (where applicable state whether these persons belong to a special group, e.g. teachers, social workers, etc.):

11. Time schedule (to be specified as to the sub-divisions, if necessary):

(a) starting date of the research: month year

(b) (probable) date of completion: month year

12. Source of finance for the research (e.g. university budget, private foundation, etc.)

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